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AUTHOR Rothenberg, Barbara B.
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ABSTRACT

This study deals with the development of techniques to measure the area of childhood personality development known as coping ability. Coping ability can be seen in children's ways of handling unfamiliar and stressful situations and is a skill that is seen as likely very influential in an individual's total development, both social-emotional and cognitive development. The report describes the situations and procedures that were developed to elicit coping behaviors. Further, methods of observing, recording, and categorizing coping were also presented. The objectives of this pilots study were to determine whether a useful set of contrived or staged techniques could be developed that would elicit many of the coping behaviors a child might reveal in his natural environment. The preliminary results showed that the younger children aged 3 and 4 years showed different coping styles than the 5, 6, and 7 year olds and that a hierarchy of more to less mature forms of coping could possibly be developed in future studies. Some recommendations for further work in this area were suggested. (Author)

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A PILOT STUDY OF YOUNG CHILDREN'S COPING STRATEGIES

Barbara B. Rothenberg
The Children's Health Council of the Mid-Peninsula
700 Willow Road
Palo Alto, California 94304

November, 1971

U.S. DEPARTMENT OF
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SUMMARY

This study deals with the development of techniques to measure the area of childhood personality development known as coping ability. Coping ability can be seen in children's ways of handling unfamiliar and stressful situations and is a skill that is seen as likely very influential in an individual's total development, both social-emotional and cognitive development.

This report describes the situations and procedures that were developed to elicit coping behaviors. Further, methods of observing, recording, and categorizing coping were also presented. Some very preliminary results obtained in the refinement of the methods were also described.

The objectives of this pilot study were to determine whether a useful set of contrived or staged techniques could be developed that would elicit many of the coping behaviors a child might reveal in his natural environment.

A series of situations were developed which included a testing situation and a play situation both with an adult, and a play situation with peers. Further, a mother-child interaction-situation was developed as well as a comprehensive maternal interview. Process-recording was used in these situations as well as in an observation of the child in his classroom to obtain the data from which the coping categories could be developed.

The categories of coping techniques that were developed were based in so far as possible on the presumed underlying need of the child that the behavior seemed to be meeting.

The preliminary results showed that the younger children aged 3 and 4 years showed different coping styles than the 5, 6, and 7 year olds and that a hierarchy of more to less mature forms of coping could possibly be developed in future studies.

Some recommendations for further work in this area were suggested.

A PILOT STUDY OF YOUNG CHILDREN'S COPING STRATIGIES

Introduction

This report deals with the development of techniques to measure the area of childhood personality development that Murphy et al. (1962) have described as coping ability. Coping ability can be seen in children's ways of handling new and unfamiliar situations and is the strategy by which a child attempts to achieve mastery, gain satisfaction, gratify himself, and/or prevent tension levels or disorganization which would disable him or interfere with further attempts at gratification in his encounter with situations not yet mastered.

The degree of skill that a child has in coping with the many unfamiliar experiences he faces each day is seen as very influential in his total development, both his social-emotional and his cognitive development. Some children's styles of coping tend to be focussed on gaining further mastery while others seem to be oriented more toward defending themselves from further disruption. It would seem that children with predominately the latter kind of coping styles would gain less in their overall development than children with the former styles.

The significance of this area of research is seen in the child's ability to manage his world. There are obviously some children who are able to deal with unfamiliar or surprising experiences in a more effective way than others. It may be hypothesized that these children are more successful in many ways including being able to learn more efficiently, being able to understand a new situation more quickly, and being able to make better decisions. Thus, research in the area of coping strategies has the potential significance of being very important to a child's life style and his educational potential.

The purpose of this exploratory study has been to develop a series of contrived situations to measure each child's coping skills. It would seem that a wide range of situations should provide a sufficient sampling of each child's coping styles. Based on this assumption, situations were planned that were related to some of the life tasks children have to experience. These tasks were: (a) conforming to pressures from an adult as seen in the Structured Test Demands situation; (b) being able to occupy oneself in the presence of an adult and relating to an adult in a more casual way as seen in the semi-structured play situation; and (c) relating to peers in a social situation as seen in the Peer Play Situation. There were also other situations developed involving a contrived mother-child session and one that utilized the natural school setting.

The objectives of this exploratory, or in some ways - feasibility study - is to determine whether a useful set of contrived or staged techniques can be developed that does indeed measure the real coping behaviors of a child; behaviors that presumably would occur naturally given a fairly unlimited time to observe a child. If these techniques can be refined sufficiently and if this aspect of children's personality continues to be seen as important, then the next objective will be a formal study of the development of coping strategies in young children in terms of understanding how and why different kinds of coping emerge, how these behaviors relate to other important child variables, and how long-lasting these styles are.

Thus, this report describes the situations and procedures that were developed to elicit coping behaviors. Further, methods of observing, recording,[1] and coding coping are also presented. Although this is largely a method development study, some very preliminary results obtained in the refinement of the methods will also be described.

The previous research related to this study has been done by two different groups. First, Lois Murphy (1957, 1962) and her collaborators Escalona, Heider, Moriarty, etc., have been most concerned with the importance of the development of coping behavior. Their writings have provided much in-depth information on a small group of children and has yielded a very fertile set of hypotheses on coping patterns and their relationship to the environment and to basic characteristics of the child.

The other major set of studies is on social competence and has been done by Burton White et al. (1969, 1971). In this work, children from 3 to 6 years old are observed in school and home settings, and their behavior is recorded and coded. White is interested in the development of greater social competence in children and his extensive categories were found to be useful in some of the situations developed for this study. There is, however, much difference between social competence and coping with the former being much more extensive than the latter. White's social competence covers most of a child's interactions and reactions to the natural world around him while coping measures more of the child's responses to the unfamiliar in his world.

In this study, coping behavior was seen to be those behaviors shown by S that were beyond that expected in the solution to problems or in the typical course of play. Coping was defined as those behaviors that seemed to reveal any of S's ways of handling stress, i.e., of meeting his needs as they became different from those things that E demanded or that the situation encouraged.

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[1] The exploratory study described in the method section uses process recording or occasionally tape recording throughout rather than any type of on-the-spot categorizing. The reason for recording such extensive information is that this was the only way the sequence of events could be obtained in sufficient detail to provide a good understanding of the meaning of the coping behavior. Further, this seemed to be the best technique to use for recording when a category system is to be developed empirically.

METHODS

Structured Test Demands Situation

The development of the structured test demands situation began with the trying out of various kinds of already-available test items. These items were obtained at first from the Wechsler Intelligence Scales (WISC and WPPSI) and from the Illinois Test of Psycholinguistic Abilities. The criteria for these items were that they would measure a broad range of cognitive skills, both verbal and non-verbal; that they would be clearly evaluative from the child's point of view; that they could be used across the range of ages from 3 through 7; and that they would elicit the child's typical range of coping skills. Most of these initial try-outs revealed almost no idiosyncratic variations in behavior with most of the subjects behaving just like the others in a stilted, quiet, ostensibly cooperative, but not particularly involved way.

The Ss did not seem particularly motivated in regard to the tasks and did not seem aware of their failures on the tasks. Throughout this phase, the preschool Ss (3 and 4 year olds) had seemed somewhat more natural than the older children. They had shown this greater naturalness mostly by refusing to do any more work rather than through the broader range of coping behaviors that were apparent in the classroom when these same children were observed there.

In an attempt to find an array of tasks that would elicit a more natural range of coping behaviors, two strategies were introduced. The first was concerned with developing a relationship with the S before the testing began and this will be discussed when the next situation is described. The second dealt with the selection of tasks.

New tasks were selected, adapted, or developed that were briefer and less formal than the WISC and ITPA subtests. These tasks had a more obvious failure or success aspect to them and they were presented as having particular short-term goals wherever possible to enhance the S's motivation or involvement. The tasks seemed to lend themselves more to S's attempts to influence the situation rather than just passively going along with the E's instructions and demands. Some variations of these tasks were tried out and a final group of seven were selected. Much of what was found to be important for E in testing the children is described in Appendix A: Approach during Test Demands Situation.

The tasks as a group measure the following range of cognitive skills: reasoning and judgement, abstract/conceptual thinking, visual-motor coordination, visual memory, verbal fluency, imagination, level of aspiration, and frustration tolerance. These tasks measure both verbal and nonverbal skills. Specifically, the tasks are: (1) Draw-a-Boy - S is asked to make a drawing and to tell about it. (Adapted from Harris, 1963).; (2) Visual Closure - the visual closure task assesses the S's ability to identify a common object from an incomplete visual presentation where the objects are seen in varying degrees of concealment. This task was adopted from the ITPA (1968); (3) Classification - the

Classification task evaluates the S's ability to find objects that fit a particular verbal concept as well as to find objects that belong with a specific object and to explain why these objects go together. This was based on a task developed by the Educational Testing Service (1968); (4) Puzzle Box - the puzzle box provides all the classification materials as well as some additional items which are all to be fit into a slim attache case by the subject so the box can be closed. This task is based on one developed by Keister and Updegraff (1937); (5) Visual-Sequential Memory - the visual-sequential memory task measures the S's ability to reproduce sequences of nonmeaningful figures from memory and was taken from the ITPA (Kirk, 1968); (6) Verbal Fluency - the verbal fluency measure provides the S with the first part of a number of stories dealing with the S's ability to cope with a number of situations and the S is asked to complete the story using the props or not as he chooses. (This task was developed especially for the purposes of this study.); and (7) Copying a Block Model - the last task, copying a block model, has the S select a model to make from three of varying degrees of difficulty. This task is adapted from Bee et al. (1969). The complete description of the tasks, purposes, materials and instructions is shown in Appendix B.

As part of these tasks, other stimulus aspects were built into the procedures to increase the kinds of circumstances the Ss have to react to or cope with. These additional stimulus aspects are: (a) having S make choices among materials to work with (e.g. crayon or pencil); (b) E having other interesting material nearby that might distract S; (c) E leaving answer books within close reach of S; (d) E telling S he is wrong when S is actually giving a correct answer; (e) E demanding that S give more responses than originally asked for; and (f) E's demands that S compare his work against a standard and acknowledge and correct errors where they occur. Each of these kinds of demands are present in at least one of the seven tasks.

Various orders of task presentation were tried out and it was determined that failures or extreme difficulty at the beginning of the series made the school-age Ss much more restrained for the rest of the testing and made the nursery school Ss demand termination. The total array of tasks was then divided into two sessions of 20-25 minutes length because it took too long to administer them in one session.

As can be seen by reading the description of the individual tasks, it was possible to adapt or develop these tasks so that they were useable across the range of three through seven years. Only in the case of the Draw-a-Boy task and the Verbal Expression task was one set of instructions and materials used across all age levels.

In regard to actually obtaining a standardized measure of cognitive development, it should be noted that there are norms available for the Draw-a-Person (Harris, 1963) Visual Closure (1968), and Visual-Sequential Memory (1968) tasks. In addition, the administration of the Peabody Picture Vocabulary Test (Dunn, 1965), a measure of comprehension of single word vocabulary - has also been considered to be included after the administration of the other tasks.

Concurrently with the development of the tasks, methods for observing, recording, and coding the relevant behaviors were also developed. An examiner and an observer were present for each of the structured test situations. One E did the testing for both of the S's structured testing sessions. The E's role was to present the tasks to the S and record the responses to these test items. The form used for recording can be found in Appendix C. The Observer (O) did not interact directly with S and observed the S so that he could note all relevant and "probably" relevant coping behavior along with as much of the interaction as possible so that the sequence of what followed what along with any behavior by E which were reacted to by S, etc., can be determined. The structured demands observation sheet (See Appendix D) was used as a framework to record O's notes. This provided different sections for each task as well as for the various aspects of each task so that a more precise idea of the stimulus to the coping behavior could be obtained. This narrative recording style was used rather than an on-the-spot coding system so that a greater understanding of the sequence of behaviors could be obtained. Time was also recorded regularly so that the duration and/or frequency of the behaviors could be most clearly determined.

The categories developed by Alice Moriarty (1961) were used as a starting place for the development of a new category system that fit the particular tasks that had been developed.

The final set of categories was based on the responses made by 40 children to the structured test demands situation. These categories cover the full range of behaviors demonstrated by the Ss that reveal how the S handles the stress arising from the situation tasks and they cover the coping aspects of S's general personality style. These categories were revised from Moriarty and are different from those of Moriarty in two main ways. First, they include other categories than Moriarty had and second, they are divided into more clear-cut styles of behavior. It should be noted that the categories reported in this study are not based on an explicit theoretical framework--but rather they were developed empirically. The categories can be arranged in numerous ways such as (1) active versus passive styles of coping; (2) verbal versus nonverbal methods; (3) whether the S's coping style is set toward attempting the task, partly attempting it or avoiding the task, etc. However, as a more useful approach to making sense out of the categories, the following divisions are listed with the names underlined of each supra-category. The categories and behavioral examples of each can be found in Appendix E. These supra-categories are based on the child's need within the structured test demands situation that is probably being met by his behavior. This category system helps somewhat to overcome the ever-present problem that seemingly similar behavior can have very different meanings and purposes depending on the context of the situation and some of the subtle features of the S's behavior.

a) I won't try to do it - refused, resistant.

b) I get very afraid when I try these things - hesitation, limitation, silent.

c) I can't do it (overt statement) - admitting lack of competence, asking for help.

d) I begin to have control problem under stress - silly, expression of tension through bodily movement or emotional release, impulse control, compulsive.

e) I have to prove to myself I know something - changing, confidence building.

f) I need to give some answer - confabulation.

g) I need to know more from E before I can do what E wants - orientation questions; permission or request questions.

h) I need to talk and relate with adults - spontaneous comments, humor, helping E take out and put back materials.

Among these supra-categories, only (c) was actually overtly expressed by S. All the rest of the categories are developed on the basis of inference through experience.

Although it was possible to develop a seemingly comprehensive and useful set of categories for this situation, it should be noted that there were and still remain some significant problems with this approach (i.e. recording behavior in process-style and categorizing from the running record). First there is the problem of obtaining a complete record of the situation which could probably best be done via videotape. Second, there is the concern when coding the behavior about whether to take into account the probable intent of the behavior and/or to consider the effect the behavior produced. This is very difficult to do and yet if you don't pay attention to the intent or the effect, you probably will not be making much sense of the behavior. This problem was partially solved here by considering the need a particular behavior served. Third, there is the problem of categorizing when some special unusual stimulus occurs during the testing. Should this be left out because not all Ss had the same stimulus or should this be included because it provides additional information. And fourth, there are times when S's coping behavior has more than one component to it and in these situations, it is not easy to decide which category to place it in.

This section has described the development and current status of the structured test demands situation.

Semi-Structured Play Situation

This second situation was initially proposed to provide a largely unstructured setting where the child would not be told the nature, demands, scope or limitations. This situation was to be used to measure the child's manner of imposing structure where there was almost none. The situation that was tested for its usefulness was one where E brought S into a room where there were toys conspicuously placed all around the room and told "here's a time for you to do what you'd like". E said that he was available to S although he did act occupied some of the time. The behavior of the great majority of Ss, both preschool and school aged, as well as lower and middle class, was very limited interaction with E along with great discomfort on the part of S around just being in this kind of situation. Since very little actual variation in coping styles emerged, it was decided that a situation that had been developed as a prelude to the structured test demands situation would be modified slightly and used in place of the unstructured situation. This prelude, known as the warm-up situation, was developed as suggested in the previous section to start a relationship with the child so that a more typical range of coping behaviors would emerge in the testing situation. The purpose of the warm-up situation was to free, unconstrict, and relax the child and to get to know him somewhat. The warm-up situation is described in Appendix F.

While the E interacted with the S in a way that elicited more of the S's spontaneous self, the O observed from a somewhat unobtrusive cubicle and took process notes noting down S's coping behaviors and also their duration. After the E had brought S back to class and spent a little time with her there, E returned to the testing room and filled in her impressions in regard to eight areas of the Ss coping behavior. (See Appendix G) These impressions were used in conjunction with the O's notes to determine if O and E had similar impressions of both S's behavior and the needs that seemed to be at least partly satisfied by the behavior. The forms used for recording by E and O are shown in Appendix H.

The categories that were found to be useful in making sense out of the S's behavior in this play situation were developed from the categories used in the structured testing situation. Most of those categories were found to be useful and in addition, other categories were also developed. The categories and examples of each can be found in Appendix I. The supra-categories were developed as in the previous situation. The names suggest the child's need within the semi-structured play situation that appears to be met by the Ss' behavior. These supra-categories are very similar to those used for the structured test situation.

a) I need to do what I want to (have my way) - refusal, resistance, controlling adult, demands.

b) I don't really think I know how or want to relate (I get afraid) - silent, shy, hesitant, limitation, individual play.

c) I can't do it (stated overtly) - asking for help or suggestions, admitting limits/lack of competence.

d) I have control problems under stress - silly, physical expression, compulsive, impulsive, aggression.

e) I have to prove to myself I know something - confidence building, changing, making situation familiar.

f) I need to give some answer - confabulation.

g) I need to know some more from E - orientation questions or behavior, permission or request questions.

h) I need to talk and relate with adults - spontaneous comments, involving E in play or conversation.

Peer Play Situation

This third situation was initially planned to provide a setting where the children would be able to interact relatively freely. They would have certain opportunities for exploration, interaction, and isolation, and the child's use of unstructured time, his skills in leadership or manipulation of others, and his reactions to rejection or intrusions could be observed. This situation was to provide another sample of his coping strategies so that reliablity of the category of his behavior from situation to situation can be determined. Further, since children spend much of their time with peers and are greatly influenced by them as well as influencing them, this should be an important area in more fully understanding a child's style, range, and type of coping abilities. There were many dimensions in developing the peer situation and each of these areas made a considerable impact on the final structure of the situation. These dimensions are: 1) number of children to be included at each session; 2) sex of the children; 3) number of children to be observed as primary Ss and number to be used as peers for this situation; 4) degree of familiarity the children used for the situation have with each other; 5) type of peers to be used, i.e. chosen randomly, chosen on basis of popularity, etc.; 6) length of session; 7) initial instructions in session; 8) nature of materials and room lay-out; and 9) order of situations--when do the children experience the peer situation in relationship to the other contrived situations.

In addition to these dimensions there was and still is the much more difficult problem of getting at the child's coping abilities with peers in any sort of a standardized way when each S is seen with a different pair of peers. The major problem then is comparability of the peers across situations. What is really needed is for the same peers to behave in a very similar way in each situation (be confederates of E) much as E behaves in a very similar way in the structured testing situation with each S. No other alternative, i.e., S seen in more than one peer situation; different peers selected on the basis of familiarity, popularity, etc. for different Ss, etc., appears to be quite acceptable. But the younger the age of the children, the more impossible it becomes to get the same children to behave in similar ways over and over again. Without the same peers in each situation, one finds that the tenor of each situation goes very differently because there are the three children as variables rather than just the one S as the variable. Hartup and Coates (1967) have used peer confederates in a social reinforcement study involving nursery school children but the role of the peer confederate was extremely simple. Also, it appears important that the S, and the peers should not be strangers because in most aspects of life, people are only strangers to each other briefly and then spend most of their play and work time among familiar people. It would seem that the most accurate peer interaction sequences could thus be obtained if the three children were not strangers to each other.

The peer situation that was finally developed from this exploratory study will be described next. Three children were brought from a classroom to another room which was not used as a classroom at that school. The children consisted of the identified S (although S did not know this), another child of the same sex as S, and a third child of the opposite sex from S.

All three children were from the same classroom but were not regular playmates of each other. (If peer confederates are not to be used, then the peers should be children considered as popular by teacher and peer ratings and school observation.) When the three children were brought into the playroom by E they were told that "this is a place for you to play and you can play as you want to. The only thing you can't play with is this equipment" (referring to the tape recorder and microphone). Two tables (one long, one short) were set up and chairs were available for the Ss but were never used by them because the height of the tables was such that the children could more easily stand. The E sat near by and the O sat in a portable observation booth. In the booth, O had the least influence on the behavior of the peers and although the children knew there was someone in the booth, they tended to forget about O more easily than when O was sitting in the room. On the tables were placed play doh, paper, crayons, scissors, puzzles, checkers, a drum, tog'ls (plastic blocks), beads, etc., with some range in difficulty of materials because the groups of children ranged in age from three through seven years old. The sessions were 25 minutes in length.

The recording of the verbal aspects of the interaction was done by means of a tape recorder. The O process-recorded the non-verbal aspects of any behaviors obviously affecting S and S's effects on others while E recorded those same aspects using the two peers as her targets. In short, all the seemingly "relevant to coping styles behavior" which could not be obtained using the tape recorder was process-recorded by E or O. Future work would be more complete and valuable, though, if videotaping of the entire situation was done and instead of O being in the portable observation unit, the videotape unit could be there instead.

After the tapes and the E and O notes were made and reintegrated with each other to form a picture as complete as possible of the situation, the coding of the coping behaviors of S as seen in the peer situation was the next step. The problems of coding three-way interactions as compared to two-way is quite severe. There are many ways to simplify the problem: e.g., primarily observing S and trying to regard the two peers more as one major source of interaction. However, since all three of the children are affecting each other--often acting and reacting all at the same time--the simplification of two peers to be considered as one does not at all capture the nature of what is really going on among the children. The problems of recording and coding interactions among triads of children are still not solved. As an interim alternative, situations involving only one other peer are suggested at this time for coding purposes only because a number of good diad coding systems are now in existence. It should be noted though that a triad situation is really preferable for understanding the world that the child lives in among his peers because this greater number of peers tends to produce a more naturally occurring and reacting situation.

The category system that has been useful for this study--despite its only being set up for diadic interactions--is that of Ogilvie and Shapiro in their Progress Report (February 1969) on "Social Behaviors of Competent and Incompetent Three to Six Year-Old Children". The categories and their description are reproduced in Appendix J. Further work can be done using these categories to make them available for the triad peer play situation described earlier. The needs that are being met by S by his behaviors in the Peer Play Situation are somewhat more difficult to determine because of the complication of other peers and their needs but after a final coding

system for the triad is developed, it seems quite possible to divide the categories on the basis of the needs of the children.

School Observation

The purpose of observing the children within their natural school setting was primarily to determine whether the coping behavior and styles demonstrated by the Ss in the contrived situations were actually representative of the Ss' typical or natural behavior. Thus, the school observations were to provide some validating or non-validating information relevant to the value of the contrived situations. Further, the school observations were expected to be a source of ideas in developing some meaningful contrived situations, both for this exploratory study and future studies.

The school observations were obtained in ways generally similar to the previously described contrived situations. Specifically each S was observed during a free play period and his behavior and those of others toward him was process-recorded. As the data was collected and compared with that found in response to the contrived situations for each S (see results section), it shortly became apparent that the school observation was by itself a useful tool which provided a great deal of information on each S's play involvement and level of play and his relationships with children and adults. Although the purpose of the Peer Play Situation was to provide in a more controlled way a sample of presumably how the S behaves within the natural school setting, there are certain advantages to also obtaining observations of S within the school. In free play observations at school, it could be more fully ascertained how S generally functions when there are familiar circumstances and a much wider range of people, activities and space to relate to.

The process-recording for the school observation was obtained by having E observe S for thirty minutes on each of two non-consecutive days within a period of ten days by standing near enough to S to hear what he said but trying not to become involved in direct interaction with S. Then the E kept a running record on the spot of S's behaviors at school that seemed to reveal aspects of his coping style. This type of running record probably can be made by just one Observer. Probably the best time to observe in school is during free play periods. If all the children involved in the study had indoor free play periods, this would be the best place to observe as more contact is typically essential when children are inside. This contrasts with the play outside where there may be fewer contacts because the children are usually spread out over a greater area. Unfortunately, however, if elementary school children are included in the study, the free play (or recess) times are almost always outside on the playground.

In terms of coding the process-recording of these school observations, two different category systems that would be quite useful for this study are already in existence. The first was developed by Ogilvie and Shapiro who were referred to in describing categories for the Peer Play Situation. Besides these peer categories, Ogilvie and Shapiro have also developed Adult-Child interaction categories which in combination with their Peer-Peer categories would provide a useful starting point for coding the natural school observations. A brief description of Ogilvie and Shapiro's categories is shown in Appendix K. The second set of categories for the school observation is a subset of the Fels Child Behavior Scales (Richards and Simons, 1941).

The names of the scales that would be relevant to the S's coping behavior are shown in Appendix L. The Fels Scales proved general descriptions of each trait and then detailed descriptions of four to six cue points that describe points along the continuum from the trait name through to the opposite kind of trait, e.g., activity level - active to passive. The trait names listed in Appendix L reveal only one end of the continuum of that particular trait.

Maternal Interview

The maternal interview was developed to be used in conjunction with a mother-child interaction situation to investigate some of the antecedants as well as correlates of the child's coping style. The interview questions attempt to get away from selective memory problems somewhat by focusing on the mother's descriptions in detail of actual interactions between her and the child. Throughout the interview, the mother is asked to involve herself in these descriptions of her and her child's behavior.

Generally, the questions deal first with some aspects of just the mother's life and other family members as well as living arrangements. Then the questions concerning the S are organized from prenatal times through the present. Next, some questions about the family are presented and finally some hypothetical situations that could happen between mother and child are presented to show how the mother thinks she might handle them. There are two forms of the interview. The first is quite extensive and is planned to be useable with children from three to seven years old. For children up to five, the interview ends with the Preschool (current) questions while for older children, both the Preschool (past) and the Primary section are asked. This interview can be found in Appendix M. The second interview is much more brief and was developed as an abbreviated form for use only with preschool children three to five years old. (See Appendix N.)

The major underlying purpose of both of these interviews is to learn about as many as possible of the underlying causes of the child's present coping behavior. Approximately half of the questions were based on various theories of coping style while the remaining questions were already available from relevant interviews of others' studies. The lengthy interview is extremely comprehensive and can be more useful as a compendium of well developed interview questions to select from rather than an actual interview that is ready for use.

Some areas contained especially in the long interview deal with the mother's adaptive responses, her expectations, and her ability to differentiate among slightly different problems with her children. Her motivation to change her child's behavior, her empathy, and her flexibility are all being evaluated. The interview questions also aim at both the mother's and family's ability to cope with stress and unfamiliarity and where and how these attitudes are transmitted to the developing child.

Mother-Child Interaction Situation

The purpose of the mother-child interaction situation was to provide some other sources of data--besides that obtained from the maternal interview--on the current relations between the mother and the S. The goal was to find further information on the styles of coping demonstrated by S that were at least being perpetuated by the on-going relationship between mother and S. Obviously no conclusions about how particular coping styles developed within S's personality could be made from information gained in this situation.

Various studies were reviewed to obtain useful situations and coding categories for this mother-child interaction. The final situation that was developed consisted of a number of parts that took place during one half hour period. These were: a) introduction; b) free play; c) clean-up; d) mother occupied; e) mother teaching. All of this took place within a tent where E and O observed from outside. A one-way mirror into a regular room would certainly be preferable in the future. However, this sort of room was not available and the mothers' and children's behavior was very affected by having an O in the room with them. The formal observing was done by O and backed up with a tape recorder. Again, a videotape unit would be most useful in these situations where both members of the interacting pair are behaving in non-predictable or non-planned ways. The interactions here were also process-recorded and a review of the literature revealed some very useful coding systems for mother-child interactions. B. M. Bishop (1958) has developed a now well-known system for categorizing interactions in a contrived but unstructured mother-child situation. Bee, Van Egeren, Streissguth, Nyman and Leckie (1969) have also developed a series of meaningful categories for contrived unstructured and structured situations. The most useful and relevant categories, however, were developed by La Crosse et al. (1969) for naturally occurring mother-child interactions and the names and definitions of the thirty-two categories of interactional behavior are shown in Appendix O.

RESULTS

The results presented in this section of the report are clearly secondary to the descriptions presented in the Methods section as this has been a pilot study aimed at method development. Some casual kinds of results were obtained during the development of the methods but only small numbers of Ss had the same methods presented to them as the tasks were being refined after being tried out with each different group of Ss.

Some quantitative and preliminary findings will be reported on the first task and a few qualitative comments on the other tasks will be made including some commonalities found across tasks. The relationship between the Ss' behavior in the contrived situations and in the natural setting will also be presented in an anecdotal way.

Structured Test Situation

Twenty-one Ss had any number from three to all seven of these tasks administered to them in their final form. These Ss consisted of nine preschool children aged three and four years and twelve school children aged five, six, and seven years. These two groups were compared first on the number of tasks administered to each. The younger children had 4.7 tasks and the older had 5.9. This difference becomes important when it was noted that the younger children showed an average of 36.3 coping behaviors and the older children had 27.7 of these behaviors. (No significance tests were calculated because this data was not collected for the purposes of making statistically-based conclusions.) At any rate, this means that the older children revealed less coping behavior than the younger at the same time as they were administered 20-25% more tasks in which to reveal their coping styles. The tentative conclusion that could be drawn here is that the older children's needs seemed to come into conflict with the E's less than the younger children's or to put it another way, the younger children experienced more stress in this structured test situation than the older children and thus the younger ones revealed more coping behavior.

The various coping styles were then grouped into the supra-categories which were listed in the Methods section and the younger and older children were compared on the number of these categories that appeared in a typical protocol. Of the eight categories the one described as f) I need to give some answer-confabulation was not used at all by any of these subjects. Of the remaining seven supra-categories, the preschool children used an average of 5.3 supra-categories on their total test protocol while the school aged children used a total of 5.4. This tentative result suggests that both groups of subjects used the same number of major categories in revealing their coping style even though the older children had many fewer responses than the younger. Further, for all the subjects, it is interesting to note how many of the supra-categories are being used.

The final result to be reported on the structured test demands task compares the frequency of use of the seven remaining supra-categories and these numbers are shown as follows:

	a	b	c	d	e	f	g	h	Total coping behaviors
Preschool (N=9)	19	19	38	134	86	0	6	23	327
School (N=12)	14	35	75	135	51	0	21	22	353
Total (N=21)	33	54	113	269	137	0	27	45	680

Clearly, category (d) I begin to have control problems under stress (-acting silly, expression of tension through bodily movement or emotional release, impulse control, compulsive:) is the most commonly seen coping behavior for the children across all the ages (three to seven) in this study. The preschool children, though, tend to use this to a slightly greater extent than the older children. Beyond this category, the preschool children next most commonly used (e) I have to prove to myself I know something - changing, confidence building - while the older children used as their second most frequent category (c) I can't do it - admitting lack of competence, asking for help. Category (c) was the next most frequent for the preschool children while category (e) was the third most frequent for the older children. This result suggests a difference in their underlying needs of the two age groups of children. Wherein the younger children tend more to want to convince themselves and the E that they have some kind of skills, the older children tend more readily to admit they can't do something and ask for help in the face of difficulty. The only other noticeable differences in category use were that the older children used category (b) more frequently including hesitation, limitation of response, and silence and also used category (g) more frequently in which they asked more orientation questions and permission and request questions.

Semi-Structured Play Situation

Time did not permit the formal coding of enough of the test protocols to draw even any tentative conclusions although a detailed category system was developed on the basis of the material in nearly all the protocols. The most interesting feature of these protocols describing the coping behaviors in this play situation was to see how each child handled the opportunity to set up a relationship to the adult, the toys, and the room that was almost entirely of their own making. With some children, the relationship changed during the time the examiner and subject were together. But with most children, it just developed further from the original way it had gotten started. Some children related in a very dependent manner and seemed unable to do anything without the examiner's help; others asked lots of questions primarily for information rather than help; others acted very smart and worked at trying to make the examiner feel stupid; and still others were so

shy and uncomfortable, they initiated no conversation and usually played alone sometimes in a stereotyped fashion with one toy for the whole session.

The examples given in Appendix I: Play Situation Coping Categories gives some clear ideas as to the various ways the play situation was coped with.

Peer Play Situation

Although there was no formal coding of this situation, there certainly were a number of comments that can be made based on the twenty-five protocols that were obtained through tape recordings and notes. First, the preschool children did not really seem to see anything unusual about the circumstances of the contrived situation while the school-aged children seemed quite surprised that they were being taken out of their classes just to play and that an adult was interested in just being with them.

After a while, at least some of the children in each group of three became involved in their play. The older children, in many cases, did seem uncomfortable with the presence of two adults watching them, the E and O, and showed this usually by whispering. When O was seated in a cubicle so that she was not visible and thus only the E was present, this whispering no longer seemed to occur.

During these sessions, the preschool children tended to relate most of all with the adults or the materials and least of all with each other. Sometimes, they just seemed to say things to no one in particular. There was nearly no cooperative play, little interest in each other, and almost no recognition for any achievements by each other. In short, most of these middle class nursery school children seemed to act as though they were in separate worlds even though they were with two peers that had been in their class of sixteen children three times a week for seven months. The school age children, by contrast, tended to become very involved with each other in their play. They used each other as resources more than they used the adult. They also tended to make very evaluative comments about each other and about what they were doing. Some of the more distinct styles of the older children that emerged were: (a) trying to act smarter than the others; (b) offering help to others--trying to please; (c) turning everything into a joke... leading others into humor; and (d) acting detached.

Finally, some of the antecedents to friendship seemed to be displayed throughout these sessions of the older children as well as some of the fascinating (though usually not accessible) conversations and exchanges among children and their peers.

School Observations As Compared With Contrived Situation

Process-recordings were made on nursery school and kindergarten children in their natural school setting. These recordings were attempts to note down as much of the child's behavior as possible during a 20-30 minute classroom period. Some anecdotal comparisons based on a small

number of subjects will be made to evaluate whether there is much in common between the natural and contrived situations. It should, however, be noted that comparisons were only available among test demands, warm-up (play), and school situations but not the peer play situation. In evaluating the protocols of the ten children (ages 3-6) who had the two situations and the school observation, it can be generally concluded that the coping styles of about half of the children were quite similar among the three different circumstances. Most of the remaining children did not show much similarity between their coping styles in the contrived situations as compared to the natural situation. This seemed to be because this group of children was distinctly more comfortable with either adults or children but not at all equally comfortable with both. The two contrived situations used here in this comparison involved only adult relationships while the natural situation almost entirely involved relationships with children. It is unfortunate that data was not collected on the peer play situation for this same group of subjects to compare the contrived and natural situations that primarily involved relationships among children.

The greatest similarity in coping styles was clearly seen between the two situations that involved just the adult relationships--the test demands situation and the warm-up (play) situation. There was less similarity in both coping styles and general personality style apparent between the two contrived situations and the school situation. Overall, though, there seemed to be many advantages to having the school situation as well as the contrived situations. A more complete and thorough picture of each child's coping style and capabilities seemed to emerge when the child could be observed within his natural school setting along with being observed in settings that provided common stimuli from subject to subject. At this point, it does seem important to have both the contrived and natural setting in the measurement of child's coping skills or actually, in the measurement of many facets of children's personalities.

No results are available to be reported on the maternal interview or mother-child interaction.

CONCLUSIONS

In this exploratory study of young children's coping skills, the development of a series of contrived situations has been accomplished. These include a testing situation and a play situation both with an adult and a play situation with peers. Further, a mother-child interaction situation was developed as well as a comprehensive maternal interview. Process-recording was utilized in the observations to obtain the data necessary for developing a coding system.

The situations that were finally developed do seem to be fairly adequate in eliciting styles of coping from each S. It is still not easy to know how representative the child's behavior is in the contrived situations as the two adult situations do not really occur commonly in any child's experience. It is suspected that the peer play and mother-child interaction situations would reveal the most representative behavior. It was possible to develop similar contrived situations across the age range of three to seven years.

The kind of observation that seemed necessary for this study was very difficult to accomplish. Although the use of videotapes in future work would provide a better solution than process-recording, it would still be essential to utilize observers to evaluate the videotape who were highly skilled in interpreting children's behavior. Further, the breaking down of extensive observations into categories at some later time is a very lengthy process.

The coding systems were developed empirically for some of the contrived situations and adopted from other studies for the remaining situations. The use of these category systems does provide comprehensive information on how the child's personality emerges to handle the stresses of lack of familiarity and of difficulty and thus reveal much about a child's underlying needs.

From what was accomplished in this study, though, the importance of the child's coping abilities in relationship to other aspects of the child's skills is still not known. Thus, we really do not know how his style of coping affects his ability to learn. Because of the limited size of the sample, no preliminary results could be obtained on socio-economic or sex differences.

The results do suggest some differences between preschool and school-aged Ss indicating that there would be ways of developing a hierarchy of coping behaviors at least in terms of more to less mature. The discovery of this kind of hierarchy could provide a focus for further work in this area.

Finally, it should be noted that developing contrived situations for some future studies (when their hypotheses or at least their purposes were not really known) was both extraordinarily difficult and probably not as useful a way to proceed in this area as developed situations for a particular already defined study.

RECOMMENDATIONS

As this study was primarily methodological in its emphasis, there are no results available that could be put to use in educational practice. There are, however, some possibilities for further research.

Now that a series of situations has been developed to elicit children's coping techniques and ways have been found to make sense out of what behaviors a child reveals, it is possible (and likely to be valuable) to do further research in two directions.

First, it is essential to establish the nature of the impact that a child's way of coping has on some of his most important other skills ranging from his ability to learn to his self-concept and degree of comfort with himself. If a child's ability to cope has a significant impact on other important areas of his life, then the next useful approach would be the collecting of data utilizing the methods developed in this study to develop a hierarchy of coping behavior based on the chronological age of children. This would enable researchers to begin to evaluate and eventually intervene into the area of effectiveness of an individual's coping patterns. Both of these areas of further research are made much more possible with the use of the methods developed in this study.

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APPENDICES

APPENDIX A

EXAMINER APPROACH DURING TEST DEMANDS SITUATION

1. Do not approach S as if you are the teacher with the right answers. Rather be less authoritative...slightly more able to be pushed around...use more of a working together approach...i.e., can he (S) help you...than an approach where you are testing him to see if he knows as much as you. Avoid right-wrong answer set. Be different than teacher...first name basis. Do not be very uncertain or very authoritative in tone of voice.

2. When S does not want to do any more, encourage him to "try very hard";"let's think about that very hard." Particularly with preschool children, try to encourage them to continue. Comments can also be made about "that's a hard one". "That sure seems hard."

3. When S uses other of his coping strategies...allow them to be useful...but not continually...mostly just giving in to or rewarding his initial use of the strategy.

4. With such things as DAP, model, verbal fluency...don't let them go on for extensive periods of time. When the time begins to drag on them and you have presumably seen most of what S will use for coping, then give some warning and them terminate.

5. Keep unused materials on E's side out of S's sight...as much as possible. Keep used materials within S's reach where possible.

APPENDIX B

STRUCTURED (TEST) DEMANDS SITUATIONS

1. DRAW A BOY

DRAW A BOY FROM THE TOP TO THE BOTTOM. MAKE THE VERY BEST PICTURE OF A BOY THAT YOU CAN. (If child says he doesn't know how, tell him to think what a boy looks like. Where would he like to start? What parts does he want to make?) Child can be encouraged a few times to think of something else to draw (other parts of the figure)...These times should be noted down. (After he is finished), THAT'S A VERY GOOD PICTURE. WHAT KINDS OF THINGS CAN YOU TELL ME ABOUT THIS PICTURE? (tell me some more about it).

Demand to make a certain thing...(freedom to draw your own conception of it or S could choose to not make a boy or not make a human.)

Demand for verbal expression re: one's <u>own</u> production.

Materials:

Paper - 8½ x 11 white blank
Thin crayons and thick crayons
Pencil
(Pencil and crayons are both available to S as well as two pieces of paper)

2. VISUAL CLOSURE

NOW WE ARE GOING TO PLAY A GAME WHERE WE HAVE TO FIND SOME THINGS THAT ARE HIDING. FIRST, HERE ARE SOME DOGS. (First part of strip) For 3, 4,5, year olds: (PUT YOUR FINGER ON ONE. SHOW ME ANOTHER DOG, AND ANOTHER). I WANT TO SEE HOW MANY DOGS YOU CAN FIND HERE. SEE IF YOU CAN FIND_____ DOGS. (Show only the long part of the strip) POINT TO EACH ONE.

If child gets stumped, encourage him to look all over very carefully. Remind S after two responses how many THERE ARE LEFT TO FIND. (For younger Ss, you found two, now you only have to find 3 and 4. For older Ss, you have found 4 and you only have to find 4 more).

THERE IS ONLY A LITTLE MORE TIME...CAN YOU FIND _____ MORE? Follow similar procedure with next strip. NOW THIS TIME WE HAVE SOME SHOES TO FIND. Somewhere between the fourth and eighth shoe, contradict S on one that looks a little questionable and say, "I DON'T THINK SO...THAT DOESN'T EXACTLY LOOK LIKE A SHOE TO ME". (In a tone between puzzled and convinced.) (If S finds the numbered dogs or shoes easily, get him to try to find two or three more.)

Demand to find specific things
Demand to find a certain number of them
Demand to assert oneself over adult or not
Other material on table....could turn to it

Materials:

Dog Strips
Shoe Strips
Colored Pencil

	Ages					
	3	4	5	6	7	
No. to find						
dog	4	6	8	10	12	(Total possible=15)
shoe	6	8	10	12	14	(Total possible=14)

3. CLASSIFICATION

I HAVE A BOX WITH ALL KINDS OF THINGS IN IT. CAN YOU SEE THEM ALL (Give S a chance to familiarize himself with materials.) I WOULD LIKE YOU TO FIND EVERYTHING THAT YOU CAN EAT WITH OR USE FOR COOKING AND PUT ALL THOSE THINGS TOGETHER IN A PILE HERE (point) ON THE TABLE. SEE IF YOU CAN FIND EVERYTHING THAT IS....(Remind him up to three times to keep him problem-oriented.) (If S doesn't know how to start, show him what you mean.) When he is finished, say, SO THESE THINGS ALL GO TOGETHER BECAUSE THEY ARE FOR COOKING AND EATING. (If S still can't do anything on his own, go on to the next item.) Then put everything back in array and ask him to FIND EVERYTHING THAT CAN BE USED TO BUILD WITH. After S has put his pile together, say SO THESE ALL GO TOGETHER BECAUSE YOU CAN BUILD WITH THEM. (Put these things back in array.) NOW LOOK AT THIS (show bunny). FIND SOME THINGS THAT BELONG WITH THIS AND THEN TELL ME WHY THE THINGS GO WITH THIS. (If S can't remember justifications, give him some leeway or suggest reasons for his grouping.) (Real problems with giving justifications can be handled by E putting some things together and have S give the reason...use arrays very different from others in this task.) Put things back in array. For 3,4,5 year old only: NOW, HERE IS SOMETHING ELSE (pipe). FIND SOME THINGS THAT BELONG WITH THIS AND THEN TELL ME WHY THE THINGS GO WITH THIS. (Demand for flexibility: FIND SOME DIFFERENT THINGS THAT GO WITH THIS AND TELL ME WHY THEY DO.) For 6-7 year olds only· HERE IS SOMETHING ELSE (white ball). FIND SOME THINGS THAT BELONG WITH THIS AND THEN TELL ME WHY THE THINGS GO WITH THIS. (Demand for flexibility: FIND SOME DIFFERENT THINGS THAT GO WITH THIS AND TELL ME WHY THEY DO.)

Demand to find objects that fit with a verbal concept (use of reasoning.)
Demand to find objects that belong with specific other objects.
Demand to justify selection of these other objects.
Demand for flexibility.

I. Cooking and Eating
Build

II. Bunny
Pipe ages 3, 4, 5)
White Styrofoam Ball (ages 6, 7)

Materials:

thin black case
wood with red balls
pliers
red ball
can opener
wood with nail
hammer
cow
choc. maker
small knife-fork-spoon
baby bottle
nail
yellow and red poker chip
marble
sugar cube
carrot
jack knife
cigar
red △ block
rubber Xmas tree
glass dog, wooden dog
white styrofoam ball
bubble pipe
rubber bunny
grapes
banana
strawberry
red candle
red bead
metal cover to box
white candle

CLASSIFICATION (Continued)

red plate
pipe
styrofoam block
screwdriver
plastic boat
car
red pencil
matches

Ages:

3, 4, 5
Eliminate:
marble
yellow chip
can opener
nail
choc. maker
jack knife

6, 7
Use full set

4. PUZZLE BOX

(Administer just after Classification so S can be familiar with materials... rather than a new set being presented.)

E says: NOW I HAVE ALL THESE THINGS (adding in some additional material) THAT NEED TO GO IN THIS BOX SO THAT IT CAN CLOSE. WOULD YOU PUT ALL THESE THINGS INTO THE BOX IN A WAY IN WHICH THEY WILL ALL FIT SO IT CAN SHUT (demonstrate what shut means if necessary) (or use example of packing a suitcase) (HOW CAN YOU GET THE BOX CLOSED?) (Make sure S puts everything into box...not just closing box and leaving some things out). Help S to close box so he doesn't feel badly when he leaves.

Demand to get all objects into box, and close it.

MATERIALS:

Attache case
Classification array and additional materials listed below:

	AGES				
	3	4	5	6	7
Additional Materials.	4 red pieces knife, fork, spoon cloth skirt other wood piece 1 wood truck lock eggshell	same +	same +	same +	same
		rock	car	wood tub	

5. VISUAL-SEQUENTIAL MEMORY

NOW WE ARE GOING TO PLAY A REMEMBERING GAME. FIRST, I AM GOING TO MAKE THIS (show a design) AND THEN YOU CAN MAKE IT. E makes a design using the chips and the tray and keeping the booklet open and points out the similarity between his design in the book and each of the chips. SEE THIS (points to design in book) IS JUST THE SAME AS THIS (points to chips on tray). NOW, I AM GOING TO MIX THESE CHIPS UP (slide the chips off the tray and scramble them around) AND YOU TAKE ONE MORE LOOK AT THIS SO YOU WILL BE ABLE TO MAKE YOURS LOOK JUST THE SAME AS IN THIS PICTURE. (Make sure S looks at design in book again and then turn it over within reach of S) AND I WILL PUT THE BOOKLET HERE. NOW YOU MAKE IT JUST LIKE IN THE PICTURE. After S makes it, then put the book above the tray and say "HOW DOES THAT LOOK?" and get S to compare the design chip by chip so that he can see where he was wrong and/or what you wanted. (HOW ABOUT THIS ONE OVER HERE? FIX IT TO LOOK THE SAME!) Then say, THAT WAS _____ CHIPS LONG. NOW LET'S TRY ONE THAT IS ____ CHIPS LONG, ETC. (Designs should be done left to right from point of view of S) If design levels are too easy for S, then skip to appropriate level and note which one(s) you did on the test response recording sheet. E's extensive verbalization can be cut down as you proceed through the designs.

Demand to reproduce something exactly as seen
Demand for use of memory
Demand to keep increasing in difficulty level
Demand to face error...what to do about them
Demand to limit oneself to chips involved in game

Materials:

Tray
Chips
Book of plates

Designs	Ages 3	4	5	6	7
	Demo. I	Demo. I	Demo. I	Demo. II	Demo. II
a					
b	4	6	7	8	10
c	7	10	11	12	15
d	11	12	16	17	21

6. VERBAL FLUENCY

NOW WE ARE GOING TO PLAY A STORY-TELLING GAME. FIRST LET'S TELL A STORY ABOUT A BOY/GIRL (same sex as S) WHO LEAVES HIS HOUSE TO GO TO SCHOOL FOR THE VERY FIRST DAY. NOW HE GOES INTO THE SCHOOL...YOU TAKE HIM AND TELL WHAT IS GOING TO HAPPEN NEXT? WHAT IS HE/SHE GOING TO DO?

NOW HERE IS THIS_____MANY DAYS LATER. NOW HE/SHE IS USED TO SCHOOL. HE GOES INTO SCHOOL AND THEN TELL WHAT HE IS GOING TO DO...WHAT HAPPENS.

NOW HERE IS A DIFFERENT STORY. THIS ONE IS ABOUT A BOY/GIRL (same sex) WHO IS DOING SOME WORK IN A DIFFERENT ROOM WITH ANOTHER LADY AND IT IS NEW FOR HIM AND HE NEVER DID IT BEFORE. IT IS VERY HARD AND THE LADY WANTS TO SEE HOW WELL HE CAN WORK. (have doll doing some work with a different adult woman than the teacher.) TELL WHAT YOU THINK IS GOING TO HAPPEN. (If necessary, remind S that it is very hard work.)

NOW IN THIS LAST STORY, THIS BOY/GIRL (same sex)'S MOTHER IS BUSY AND THE BOY/GIRL WANTS TO TELL THE MOTHER SOMETHING. WHAT IS THE MOMMY GOING TO DO AND WHAT WOULD THE BOY/GIRL DO? (REMEMBER, THE MOMMY IS BUSY DOING SOMETHING ELSE.) / (WHAT ELSE?) (In all situations where S gives one brief answer.)

Demand for verbal expression
Demand to fit the structure of the scene
Demand for imagination
Demand for changes based on S's familiarity with situation

MATERIALS:

boy or girl
teacher...chair
other children
blocks
horse
table, chairs
another adult female
puzzle (little) or some other work
home setting.

7. MODEL

HERE ARE THREE DIFFERENT BUILDING. I WOULD LIKE YOU TO LOOK AT THEM ALL CAREFULLY. THIS ONE IS A SMALL ONE, THIS ONE IS A MIDDLE ONE, AND THIS ONE IS A BIG ONE. WHICH ONE WOULD YOU LIKE TO BUILD? (Have the three in front of the child and the pieces in a box to the side of the S). After he chooses, say: OK FINE. (Move the other two models to the other side of S but not too far away). HERE ARE THE PIECES YOU CAN BUILD THIS ONE FROM. (point to chosen model). THERE ARE PROBABLY SOME EXTRA PIECES IN HERE (point to the box) THAT YOU WON'T NEED. BUILD YOURS OVER HERE (point) AND MAKE IT LOOK JUST THE SAME AS THIS ONE. USE THE VERY SAME COLORS. (If S builds something else, choose one good opportunity fairly soon to remind him that he should build one just the <u>same</u>. (IS THAT THE SAME AS THIS ONE? MAKE YOURS JUST THE SAME...JUST ALIKE.)

Demand to choose one S thinks he can build...level of aspiration
Demand to make exact model...to persevere.
Demand of fine motor coordination in putting pieces together.

<u>MATERIALS:</u>
Tog'l set of blocks, etc.
3 models at each age level

<u>Buildings</u>	<u>Ages</u>				
	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
A	A	A			
B	B	B	B		
C	C	C	C	C	C
D			D	D	D
E				E	E

APPENDIX C

TEST RESPONSES

Structured Demands Recording Sheet

me_____School_____Grade (Age)_____Sex____Date_____

D A B

Spontaneous description of figure

Tell me all about it (elicited description)

Any unusual features: time, etc.?

VISUAL CLOSURE

Dog strip - number found

Shoe strip - number found

Reaction to contradiction

(Told to find more/results)

Any unusual features?

3. CLASSIFICATION

A. Cooking-Eating

Build

B. Bunny objects justification

Pipe objects justification

White Styrofoam Ball objects justification

(Examiner's arrays put together to encourage S to use justification?)

Any unusual features?

PUZZLE BOX

Describe S's understanding of problem:

Strategies used to get box closed:

Was box closed?

Any unusual features?

VISUAL SEQUENTIAL MEMORY

es: 3 Demon.	I	R	W	4 Demon.	I	R	W	5 Demon.	I	R	W	6 Demon.	II	R	W	7 Demon.	II	R	W
4		R	W	6		R	W	7		R	W	8		R	W	10		R	W
7		R	W	10		R	W	11		R	W	12		R	W	15		R	W
11		R	W	12		R	W	16		R	W	17		R	W	21		R	W

y other designs tried? # results

ture of cognitive difficulty with designs: a
b
c
d

y unusual features?

6. VERBAL FLUENCY

First time in school:

Later in school:

Difficult work:

Mother busy:

Any unusual features:

7. MODEL

CHOICE TO BUILD? _____EASIEST ____MIDDLE ____HARDEST

BUILDS IT SAME? _____YES ____SAME STRUCTURE, NOT COLORS _____NO

AFTER REMINDER(s)? _____BUILDS IT SAME _____DOESN'T BUILD SAME

CHOOSES ANOTHER MODEL?_____

Any unusual features?

APPENDIX D

STRUCTURED TESTING COPING BEHAVIOR RECORDING

1. Observer should not be directly in S's view.

2. All relevant and "probably" relevant behaviors should be recorded along with as much of the interaction as possible so that the sequence of what followed what along with any behaviors by E which were reacted to by S, etc. can be determined.

3. In order to make the most accurate categorization by knowing the full context of the behaviors, the observations should be categorized immediately.

4. The initial categorization(s) should be done on the observation (recording) sheet and then lifted from there onto summary categorization sheets.

5. When "one" reaction had two components or more, list them as follows_____/_____/_____, etc.

6. Times should be recorded as frequently as possible on the "Coping Behaviors Observation Sheet"...so that the duration and/or frequency can be most clearly determined. HOW CAN WE BEST GET TIMES....have clock nearby to O that he can look at easily without really having to take eyes off interaction.

7. On the summary categorization sheets (which are divided by task and aspect of task) some indication of the time or duration should be made next to a category or categories so you can get an idea of how long or prepotent and/or frequent the behavior(s) was.

8. On summary categorization sheets...the stimulus can be noted down if necessary... if it was unusual.

9. Make sure the order of tests is indicated on a coversheet or with a number on each page of summary if it should differ from original order of: DAP, Vis. Clos, Class, Puz. Box, Vis.-Seq. M., Verb. Flu., Model, (PPVT?).

COPING BEHAVIORS

Structured Demands Observation Sheet

[Record Times as much as possible (circle them so they stand out)]

me_____School_____Grade (age)_____Sex_____Date_____

Initial behavior before first test presentation:

1. D A B

Initial reaction:

Behavior during drawing:

Elicited verbalization reaction:

Other (time, etc.):

2. VISUAL CLOSURE

Initial reaction:

Dogs:

Shoes:

Contradictions:

E's additional requests:

Other reactions:

3. CLASSIFICATION

Initial Reaction:

A. Cooking and Eating:

Build:

B. Bunny:

Elicited verbalisation:

Pipe:

elicited verbalization:

demand for flexibility:

Styrofoam ball:

elicited verbalization:

demand for flexibility:

Other reactions:

4. PUZZLE BOX

Initial reaction:

Behavior during task:

Other reactions:

5. VISUAL-SEQUENTIAL MEMORY

Initial reaction:

A:

C:

Correction:

B:

D:

Other reactions:

6. VERBAL FLUENCY

Initial reactions:

First day:

Later on:

Stranger/work:

Mother/busy:

Other reactions:

7. MODEL

Initial reactions:

Choice behavior (aspiration):

Behavior during task:

Reminder to build same:

Other reactions:

8. PPVT

Initial reactions:

Style:

Other reactions:

APPENDIX E

STRUCTURED DEMANDS SITUATION

REVISED COPING CATEGORIES

REFUSAL - Refuses to attempt something or do anymore; leaves; nothing else; starts walking away; that's all I want to play.

RESISTANCE - At least temporarily resists what is wanted of him...maybe not so much with outright refusal as with something more passive; looking out window; resists E wanting to do it; withdrawal; refusing help; "not now"; looks around (when he doesn't want to work on a task); "No, I want to put it right there".

SILENT - Doesn't say anything when materials are presented...instructions given, etc. (not negative or resistant); slow moving; (doesn't respond to E's request for verbalization on fluency measure); shy.

SILLY - Regressing (baby talk!).

CHANGING - A. Taking over from E (tells E what to do):"let's do another one like this"; "You'd better do it this way".

B. Decides to do something else: "I want to pull them apart"; "I want to do another"; gets up and plays with other materials; "I want to make a bridge".

C. Changes topic of coversation: "if clock gets on 9, then do I go"; "We had one of these at home"; etc. ...beyond spontaneous comments. Talking about irrelevant things..long time; "I want to go to school and drink my milk".

IMPULSE CONTROL - Problems in impulsivity with test materials; removing object too soon after completing items; doing things very quickly when called for with resultant detrimental performance; reaching for objects; dumping things into puzzle box; keeps saying yah; touching...manipulating things; taking things out; touching everything; gets up...goes around table to materials; completes what E is saying...jumping the gun.

HESITANT - Indecisive; clearly anxious; stammering; makes mistake and looks up at E.

LIMITATION - Verbal or nonverbal responses become restricted...constricted; person doesn't talk as loud, say or do as much, think as well as previously seen in testing; pouting; becomes very slow verbally; uses one hand only to do things; shakes head "yes".

CONFABULATION - "'cause"; "because it wants to"; "that's all I can eat (in response to E's request for more objects that can be used for cooking and eating)"; "'cause it doesn't want to but it has to"; "nothing else wants to".

CONFIDENCE BUILDING - A. Questions to E quiz her and show how much S knows, e.g., "do you know how to spell my name?".
B. Critical of other things, e.g., "that's a silly bean"; "there are no more shoes".
C. Building oneself up, e.g., "It'll really look like a man"; "I've got it"; "there's nothing else"; "I know"; "if I want to build something, then I can"; "there it is, it looks exactly the same"; "look at that"; "it's very easy"; "now, I closed it" (when S didn't).

COMPULSIVE (AS A STRATEGY OR DEFENSE) - Inappropriate counting; inappropriate persistence...compulsive rather than just slow moving as a personality style; pushing very hard...continues to close box; wants to finish something even when E has to leave, etc.; erasing frequently; lining up objects; slowly taking crayons out of box...when not S's standard tempo; working for unusually long time.

GIVING E HELP (NOT TAKING OVER)

ADMITTING LIMITS, LACK OF COMPETENCE (ASKING FOR REASSURANCE) - "It's the best way I can do it"; "I don't know anything else"; "This will be hard"; "sort of"; "it's kind of hard"; "oh brother"; sighs; "oh-oh"; shrugs shoulders; "I guess that's all"; "this one is wrong"; "oopsey-daisy"; "this looks like it's hard"; "I don't know if I could do that"; "I'm not sure if "it's right"; "that's all the things I can think of".

ASKING FOR HELP - "Is that a dog?"; "is this blue?"; "what am I missing?"; "where could another one be?"; asks help to get a piece out; "where's the orange?"; looking up at E; "I hope it's not too hard".

PHYSICAL EXPRESSION (TENSION OR MANNERISMS) (IF REAL RELEASE...MAY BE COMES UNDER ANGER) - Slides off chair; feet back and forth; scratching head; talking softly to self; noises; finger in mouth; mouth movements; eye blink; moving parts of clothes around; sliding feet on floor; pushing against table; holding onto table; biting nails; singing; bouncing up and down; using hammer; casual self-hitting; thumbsucking; twisting hair; redness in face or other parts of body; smiles to cover up stress...difficulty...(as distinguished from true humor or happiness).

PERMISSION OR REQUEST QUESTIONS - "Can you make it such and such a way?"; "can I pick another one?"; "is there any more of these train ones?"; "can I come next week?"; "do you have any more games?"; "now can I color?".

ORIENTATION QUESTIONS OR BEHAVIOR (VERBAL OR NONVERBAL) - Looking around to acquaint himself with things...not as an evasion...asking questions to find out further what E meant by instructions (not evasion questions); asking "what's this?"... about materials. (Model: "Does it have to be the same colors?"; "now, are we all done with this game?"; "are there any more stories?"; "what's this game called?".)

SPONTANEOUS COMMENTS - Not geared to evade or really change the topic...but rather to expand or comment on something within the testing situation. (Evasion or not depends partly on how long these are.) "This is the biggest shoe...little people could go in there". (Facts or observations: "this is a cigar".) Comments on such things as "that's fun"; "this place sure looks different".

HUMOR #2, "Where are you?" (but not really silly, regressive stuff).

APPENDIX F

SEMI-STRUCTURED PLAY (WARM-UP) SITUATION

Purpose: free, unconstrict, relax child...get some indications of how he would handle a relatively free play situation...get to know him somewhat...especially important for school-age child to realize it is a nonschool situation. Don't make this into an unstructured situation... help him with choice when needed.

Method: Spend some time with S, in classroom (S should become a little familiar with E)...convey definite non-teacher attitude...spend some time with child when he goes back to room. Sessions should be about twenty minutes. During session--don't make teacher-like demands...O should not be noticeable but rather should be in some sort of cubicle where he can't be seen but S should be told that there is someone there working...would be helpful if S can more easily forget about being observed.

Instructions: When S is brought into room, he should be told that "This is a time for you to do what you would like here"..."I'll be right here the whole time". (Mention about O to S)

E should just refer to where the toys are and say that these are for you to play with here if you would like to...(E should not ask if S has seen these before or has them at home...let S volunteer this if he wants (needs) to.) (E should not suggest that S play with the toys or specific toys until S has seemed completely unable to do this for himself and has seemed like he wanted to.)

After five minutes, E should ask about brother-sister at home. After eight minutes, he should ask about things that S is interested in (likes-dislikes) (toys liked?) (With questions, don't pry and don't get a child to be too revealing of himself.) After fifteen minutes, E should introduce Tog'ls to give S a chance to see how to use them and get some help from E on twisting them to pull them apart. (No models present...just a few blocks.) After eighteen minutes, tell the S that it is nearly time to go back now and he has just a few more minutes.

Materials:

tinker toys
family dolls (black and white sets)
paper, crayons
scissors
soldiers in a cigar box
checkers
a few tog'ls
curiosity box
Gumby/Pokey
jeep and a few more trucks
play doh
books

APPENDIX G

Areas of Coping Behavior in Semi-Structured Play (Warm-up) Situation

Child's initial approach to situation.

Changes from major style → style (duration and sequence).

Child's way of choosing and his choice of materials.

Nature of involvement with materials and time spent with each.

Child's way of using space.

Nature of involvement with E - conversation: initiates or just responds; eye contact.

Child's general mood...style...degree of comfort.

Interest in prolonging situation.

Compliance - oppositional indications.

APPENDIX H

PLAY (WARM-UP) SITUATION

Recording Sheet

ıe_____School_____Grade (Age)_____Sex_____Date _____

a. Child's initial approach to situation:

b. Child's way of choosing and his choice of materials:

c. Nature of involvement with materials and time spent with each:

d. Nature of involvement with E -- conversation; initiates or just responds; eye contact;

e. Compliance - oppositional indications:

f. Child's way of using space:

g. Interest in prolonging situation:

h. Child's general mood - style - degree of comfort:

PLAY (WARM-UP) SITUATION

Observation Sheet

Name_____School_____Grade (Age)_____Sex____Date____

Record complete process notes (include durations where appropriate):

APPENDIX I

PLAY SITUATION COPING CATEGORIES

REFUSAL: "I'm finished" (possibly changing).

RESISTANCE: Continues playing when it is time to go (also could be considered "controlling adult".) Goes on to other materials when it is time to go. Wants to keep materials...even after E's explanation (maybe controlling adult). "Do I have to go now?" (permission/request). "I don't think I want to play with that anymore" (possibly changing). "My mommy said I can't play".

SILENT: No spontaneous dialogue. Slow at doing things; works quietly; no verbalization; doesn't respond to E's questions with any verbal answers.

SHY: Avoids eye contact when talking to E. Shy. Doesn't look at O/E. Head down...slouched in seat. Puts head in turtleneck.

HESITANT: Indecisive; clearly anxious; stammering; inability to reach for materials (glances at a particular material...but doesn't reach for it) (also limitation); uncertain; unable to choose.

LIMITATION: (ANXIOUS) Brief answers (yes, no); reads to himself for a very long time...(also individual play); responds to E's questions with only nods of head; controlled manner; glances at a particular material but doesn't reach for it (also hesitant); a constant "frozen smile"...shallow social smile; brings all materials back to one spot in the room; whispers.

SILLY: Regressing; baby talk.

CHANGING: Changes mind about what he will be making/doing/playing; distracted by noises/watches/clock; "I don't think I want to play with that anymore" (possibly resistance); "I'm finished" (possibly refusal).

SPONTANEOUS COMMENTS: "It's quiet here"; "I'm going to look at a book"; "I'm supposed to stay clean"; I've been waiting for the toys"; "that was fun"; "It's how high I can make it" (also involving E); describes drawing; tells what he'll be making/"this is a Gumpy".

MAKING SITUATIONS FAMILIAR (COMFORTABLE): Tells about materials at home ("I have these at home"); ties conversation and situation into family (making things familiar); talks about things at home ("My friend Sandy has one of these").

CONTROLLING ADULT: Tells E what to do; wants to keep materials (may be resistance); "you make this"; "I want to see you do it".

CONFIDENCE BUILDING: A. Questions to qui[illegible] and show her how much he knows or comments putting E down: "this is a fun[illegible]lace"; "boy, what did you do to this place?"; "how come you wear sunglasses?"; "do you know how to play cards?"; "why did you eat it all up?"; "can you make it?"; "I bet you can't".

B. Critical of situation or things in it...talks about bigger, better toys at home.

C. Building oneself up - "I know"; "know what I'm making?".

DEMANDS (DEPENDING ON TONE OF VOICE...THIS IS DEMAND OR PERMISSION/REQUEST?): "Do you have anymore of these?"; questions E about Tog'ls (wants to keep materials); "do you have anymore or is it all that comes?"; "why don't you get more?"; "get us a little doggie?"; "don't you have a couch?" (I know how to make one!/confidence building).

PHYSICAL EXPRESSION: Pushing hard with toys; manipulates dolls when talking... manipulation is second to talking (purpose is to reduce tension); (controlled manner) tense; presses hands together; red face; face wincing; playing with hair...fingers; holds onto table; smells objects; flicks fingers against materials; sighs during play; breathing hard.

ASKING FOR HELP OR SUGGESTIONS (DEPENDENCE); "What else should I make?"; (baby talk); when E explains Tog'ls...S tries some and says "like this?"; (this is a Gumpy) "is that right?"; "what's this?" (or orientation).

HAPPY (DELIGHTED, SMILING); Shows great pleasure with himself when he wins; laughs spontaneously.

ORIENTATION QUESTIONS OR BEHAVIOR: Looks around; "who else is here?"; "what you got here?" (also aggression); "what time is this school over?"; asks about things in room "what has Kevin been doing?"; "Did he play with this?"; "are you coming to play with us again?"; "what about my pictures (E: keep it) what for"; "these yours?" (referring to toys).

ADMITTING LIMITS/LACK OF COMPETENCE (ASKING FOR REASSURANCE): "I can't play chess too well"; "it's hard to get this out"; "why don't something go right?"; "Oh god! now I goofed it up"; "my little brother is more gooder"; "I'm a dodo"; "oh I didn't do it right".

INVOLVING E IN PLAY/CONVERSATION: "Guess what's here"; makes a picture for E (also spontaneous comments)

INDIVIDUAL PLAY: Reads to self for a long time (also limitation); walks quickly ahead of E when leaving.

COMPULSIVE (AS A STRATEGY OF DEFENSE): Works very carefully on drawings; lines things up; stays with one task for whole session.

IMPULSIVE: Spends very little time with each of a number of materials.

AGGRESSION: Aggressive play; aggressive tone..."what's this place like; what you got here?" (also orientation questions).

PERMISSION OR REQUEST QUESTIONS: "Do I have to go now?" (or resistance).

CONFABULATIONS: "Uh oh, a bomb is going to explode...we better go outside".

APPENDIX J

Ogilvie and Shapiro 2/69 Harvard Preschool Project

Categories for Interaction Between Peers

1. ATTENTION OF PEER
   (Moves toward and stands or sits near P; touches P; calls to P; shows something to P; shows off.)

2. Uses Peer as a RESOURCE - INSTRUMENTAL
   (Seeks explanation or information; seeks P's help with clothing or equipment).

3. LEADS in Peer Activities - POSITIVE or NEUTRAL
   (Directs P in a positive or neutral manner)

4. LEADS in Peer Activities - NEGATIVE
   (Directs P in a negative manner)

5. Serves as a MODEL FOR Peer.
   (Situations where S is copied by P without having given any directions to do so).

6. FOLLOWS lead of Peers - Peer gives S VERBAL directions
   (Follows P in what to do or how to do something; follows but modifies peer's directions).

7. FOLLOWS lead of Peers - Peer gives NO VERBAL DIRECTIONS
   (Involved observation; verbally supports peer's statement; follows peer around; joins peer or group engaged in specific activity).

8. REFUSES TO FOLLOW Peer's Directions
   (Resists, refuses, disobeys or ignores peer's directions).

9. IMITATION of PEER
   (Repeats sound or action of peer, e.g., word, phrase, sentence, gesture, sequence of behavior in game, etc.).

10. Expresses AFFECTION to Peer
    (Verbal - smiles, laughs, makes friendly statement; physical - touches, hugs, offers of help or sharing).

11. Expresses HOSTILITY to Peers
    (Verbal - hostile or resistant statemements; physical - hits, grabs, spits physically disrupts peer's activity (equipment), refuses to share, rejects physical affection).

12. COMPETES with Peer for Adult's ATTENTION
(Talks about materials or peers in which A is showing an interest; tries to be picked by A for a specific task).

13. COMPETES with Peer for EQUIPMENT
(Verbal or physical competition over classroom objects or equipment).

APPENDIX K

Ogilvie and Shapiro 2/69 Harvard Preschool Project

Categories for Interaction Between Child and Adult

1. ATTENTION of ADULT - POSITIVE
   (Examples of Behavior to be scored: Moves toward and stands or sits near A; touches A; calls to A; shows something to A; tells something to A).

2. ATTENTION of Adult - NEGATIVE
   (Shows off; misbehaves).

3. Uses Adult as a RESOURCE - INSTRUMENTAL
   (Seeks explanation or information; seeks A's judgement in Peer dispute; seeks A's help with clothing, equipment or food).

4. Uses Adult as a RESOURCE - EMOTIONAL
   (Seeks comforting, seeks reassurance).

5. CONTROLS Adult - Positive, Neutral or Negative
   (Directs A in a positive, neutral or negative manner).

6. COMPLIANCE with Adult's Directives
   (Child readily follows A's directives).

7. NON-COMPLIANCE with Adult's Directives
   (Resistance, either verbal or physical; disobeys, ignores).

8. Expresses AFFECTION to Adult
   (Verbal affection - smiles, laughs, makes friendly statement; physical affection-touches, hugs, shares, makes friendly gesture).

9. Expresses HOSTILITY to Adult
   (Verbal - rejections or expressions of dislike; physical - hits, grabs, throws object, tantrum, rejects physical affection).

10. IMITATION OF ADULT
    (Direct imitation of adult's statement or action).

11. PRIDE in Product - CREATION
    (Expression of pride in a creation S has completed; either to self, peer, or adult).

12. PRIDE in ATTRIBUTE
    (Expression of pride in possessions or actions; boasting).

13. ADULT ROLE PLAY (time entire sequence)
(Dresses up like adult, plays adult role, expresses desire to grow up).

14. CHILD ROLE PLAY
(Plays immature role, expresses desire to remain a child).

APPENDIX L

Fels Child Behavior Scale Traits Relevant to Coping Styles
Richards and Simons, 1941

1. Aggressiveness
2. Competitiveness
3. Cruelty
4. Curiosity
5. Emotional control/excitability
6. Frequency of gross activity (active versus passive play)
7. Friendliness
8. Leadership
9. Obedience
10. Originality
11. Patience
12. Fearfulness of new situations
13. Resistance
14. Sensitiveness
15. Social apprehensiveness
16. Suggestibility

APPENDIX M

MATERNAL INTERVIEW

Maternal Background

Before we start talking about S I would like to talk with you about yourself.

1. Where were you born? Was this a rural or urban area?

2. How long did you live in_____?

3. Do you remember how you felt about leaving_____? Could you tell me about it?

4. How often did you move in your childhood?

5. Where were you living when you were S's age? What kinds of things do you remember about that time in your life?

6. How do you feel about moving now?

7. Do you have any brothers and/or sisters?

8. Are they older or younger than you?

9. What kind of a relationship do you have with your brothers and/or sister(s) these days?

10. How often do you see them?

11. Are your parents still living...how often do you see them?

12. What kind of work did your father do?

13. Did your mother work?

(If yes): What kind of work did she do?
How old were you when your mother started working?
Who took care of you when your mother was working?
How did you get on with this person (these persons)?

14. How many years of schooling have you completed?

15. Why did you terminate your education at that time?

16. Have you ever thought about going back to school?
(If yes): Do you think that you will?
What would you study, if you were to return to school?

17. How many years have you been married?

18. Is this your first marriage?

19. Did you work before you were married?
(If yes): What kind of work did you do?
Did you continue to work after you were married...for how long?
Why did you stop working at this time?

20. Are you working now? Outside of the home:
(If yes): How many hours a day do you work? What kind of a job do you have? Who takes care of S while you are working? How does S feel about your working? Do you enjoy your job?
(If yes): What do you like about your job?
(If no): Why don't you like your job?
Do you ever think about changing your job?
(If yes): What kind of a job would you rather have? What are the chances of your doing _____?
How does your husband feel about your working? How old was S when you returned to work? What made you decide to go back to work?
(If no): Have you ever thought about working? Outside of the home? What kind of work would you like to do? Why aren't you working now (unable to work)?How does your husband feel about your now working outside of the home? What are the chances of your being able to do_____ sometime in the future? How do you feel about working at home? What do you particularly like about being at home? What do you least enjoy about being at home? How much time do you find you have for yourself? (Do you find that you have to spend a large portion of the day taking care of the family's needs?)

21. How long have you been living in this area?

22. How did it come about that you moved here? (Find out where lived before...for how long?)

23. Do you have friends in your neighborhood? Do you visit with them in their homes? Do they come to your home? Do they have children about the same age? What do you find yourself saying to your friends when you talk about your children?

24. Are you satisfied with your present living arrangements?
(If yes): What do you particularly like about your present living situation?
(If no): What is it about living here that you do not like? How would you like it to be: What are the chances of_____ happening? or How do you think this could come about?

We have talked about you a little... Now, let's talk about S. (Make some opening statements).

PRE-NATAL EXPERIENCES

(Make sure S is not adopted) Now, I would like you to think back to when you were pregnant with S. "What do you remember about this time in your life?" (If mother finds it difficult to talk spontaneously, say, "For example: How was your general physical condition during your pregnancy?" (If mother does talk spontaneously about her pregnancy but does not mention her physical condition, ask the above question after she has finished talking about this period.)

1. How did you feel about the pregnancy?

2. How did your husband feel about it?

3. Did you feel that this was a good time for you to have a baby?

4. Were there any important (special) events that happened during your pregnancy which may have affected how you felt at the time?

5. Did you need any special pre-natal care?

6. Were there any special precautions that had to be taken before the birth?

7. Were you working at this time?
   (If yes): What kind of work were you doing? In what month of pregnancy did you stop working? How did you feel about stopping your work?

8. Many pregnant women have some hopes about what they want their baby to be like. What did you hope about S? (Sex, temperament, looks, etc.)

9. What did you think being a mother would be like...How did you think things would change from before you had a child?

POST-NATAL PERIOD: BIRTH EXPERIENCES

Now, I would like to talk with you about the time that S was born. We will be talking about you, what you were like at that time, and about S, what he was like at that time. First, I would like to know some things about the actual birth of S.

1. Was S a full term baby?
   (If no): During what month of pregnancy did you give birth to S? Did you have any idea that you would be giving birth at this time? Do you have any idea about what precipitated the birth? If S was premature ask: Do you think that being born early (prematurely) affected S in any way? (If yes: In what ways was S affected?)

2. Did you receive any anesthetic during the delivery?
   (If No): Proceed to Question 3.
   (If Yes): What type of anesthetic were you given?
   Why were you given_____?
   How did you feel about getting this anesthetic?
   Had you expected it...planned a need for this?
   Did you talk to the doctor about this?

3. Were you awake during the delivery?

4. Were there any complications during the delivery?
   (If yes): What were they?

5. Was your husband with you during the delivery?

6. How did you feel about this?

7. How did it come about that your husband was (or was not) with you during the delivery?

8. Were there any complications after the birth of S? (Did S need any special medical attention after birth?)
   (If yes): What kind of complications (special care)?

9. In some hospitals they have a rooming-in plan which means that the infant remains in the room with the mother all day, and the mother assumes most of the responsibility for the care of her infant. In other hospitals, the infants are brought to their mothers only during the feeding times, and the nurses assume most of the care for the infant. What kind of arrangements did they have in the hospital where S was born?

10. What did you think about this arrangement? How would you have liked it to be?

Now, I want to ask you some questions about how things were with this new baby at home.

11. What kinds of changes did you see in yourself after you had your baby home? Did you experience any change in your mood or temperament within the first months after the birth of S? (Did your general mood or style of doing things change after the birth of S?)
   (If yes): In what ways did your general mood change?
   How did this change come about?
   (If no): How do you explain this?

12. Infants vary a great deal in their general mood and reaction to the world around them. Some infants are slow in their movements and seem to be very mild tempered. Others have rather quick movements and do not seem to be so mild tempered. Some infants cry loudly and are quite upset when they are wet, tired or hungry. While other infants do not seem to be too bothered or upset when they are wet, tired or hungry. How would you describe S's general temperament or mood? (If mother has difficulty answering this question ask: How did S react when he was hungry; tired; wet?)

13. Some infants seem tense when they are being held, while others seem to be relaxed. How did S seem to you? Was he easy to hold while you were feeding him? Was he easy to hold while you were bathing him? Was he easy to hold while you were dressing him?

14. Now, I would like to talk with you about S's day, when he was a young infant, i.e., his waking, feeding, and sleeping time. Firstly, I would like to have some idea about your living arrangements when S was an infant. Where were you living when S was born? (Was an infant, i.e., birth to six months) Who else was living at home (ages, etc.)? Did S have a room for himself?
(If no): With whom did he share a room?
How did this work out? (Or: Did you think that this was a good arrangement? Probe to have mother explain why she felt this way)
For how long did S share a room with _____?
How did it come about that S and _____ stopped sharing a room? (Or: How did this change come about?)

15. Where did S spend most of his waking time when he was a baby? (I.e., in his room, in the kitchen, in the living room)

16. Did S spend most of his waking time alone or with someone? If S spent most of his waking time with someone, ask: With whom?

17. How did S spend most of his waking time? (Or: What kinds of things did S do when he was awake?) What contact did the older children have with the baby?
What kinds of things did S enjoy playing with as an infant?
At what age did you give S toys to play with?
What kinds of playthings did you give S when he was a baby?
How often did you give him new toys?
Did he seem to be aware of new toys? How could you tell? (Or: How did S react when you gave him a new toy?)

18. Some mothers tend to have a favorite place for their baby when he is awake, such as _____, others tend to move the baby around from place to place. What did you do? If mother moved S around: Did S enjoy being moved around? (Or: How did S react to being moved about?) How could you tell?

19. Some infants like to be held and carried about when they are awake, others don't seem to care (want) for this. What about S, how did he feel about being held and carried about? How could you tell? At what times during the day did you pick up S and carry him about? (Or: Were there special times during the day when you picked up S and carried him about?)
(If yes): When?
How did it come about that you picked him up during these times?

Eating Habits

20. What kind of feeding schedule did you have for S (self-demand or fixed time)?

21. How did you decide to use this feeding schedule?

If Fixed Time:

a. What feeding time schedule did you have? How closely did you follow this schedule?
b. What did you do if S cried and it was not a scheduled feeding time?
c. Do you think that this feeding schedule satisfied S's hunger?
d. How could you tell if S was satisfied after feeding?
e. What did you like about this schedule?
f. How long did you keep this feeding schedule?

If Self-Demand:

a. How could you tell when S was hungry?
b. What did you do if S seemed unsatisfied after a feeding?

22. Most infants seem to have a time during the day when they are cranky and dissatisfied. What did you do when S seemed to be cranky and dissatisfied? How did S respond when you _____?

Sleeping Pattern (Habits)

23. Some infants can only sleep when there is absolute quiet, others do not seem to be bothered by noise and will continue to sleep. How about S? Did he need a quiet atmosphere in order to sleep? Or was his sleep disturbed by noise? (What about older sibs...how did you communicate this to them) How do you explain this? (Or: How did this come about?) Where did S sleep at nap time?

24. In general, how did S react to sudden loud noises?

25. Did you find that you changed your ways of caring for S during his first four months? (How did you go about finding the best way to take care of your child)

(If yes): In what ways did you have to change?
Why was this change(s) necessary? (Or: How did this change(s) come about?)
Did the change(s) in your way of doing things bring about any change in S's behavior?
(If yes): How?

Now we would like to know something about the persons who were involved in caring for S as a young baby.

26. Who took care of S mostly when he was a young baby?

27. Did anybody else take care of him? Who? When? How often? What did they do to help you? Why did you have help at this time?

28. Did S respond differently when cared for by _____ rather than you? How?

29. Some mothers feel that a baby should be cared for by one person all the time...others feel that it is good for a baby to get used to different people caring for him. How do you feel about this?

30. Were you separated from S for any period of time longer than one day during his infancy?

(If yes): How did this come about (Or: Why was it necessary for you to to be separated from s for that time?)
For how long?
How old was S at the time?
Who took care of him during your absence?
Where did S stay while you were gone?
How did S behave when you returned?
Did you notice any change in S's behavior after you returned?
(If yes): In what ways did his behavior change?
How did you feel about this?
What did you do when _____?
How did this affect S? (Or: Did this bring about any change in S's behavior?)

31. At what age did S become aware of strangers (Unfamiliar people)?

32. How did he react to unfamiliar people?

33. What did you do when S _____?

34. For how long did S react this way?

35. What do you think brought about a change? (Or: How do you explain this?)

36. We are interested in finding out about the ways in which children grow from rather helpless, dependent infants to more self-sufficient and independent children. Some children seem to have a push to be independent at an early age; others don't seem to have this push. How do you feel about S? Do you think that he had a push to be independent at a rather early age?
(If yes): At what age?
How did he show his urge to be independent?
How did you feel about this?
What did you do when S _____?

37. At what age did S try to feed himself?

38. Did you teach S to feed himself? i.e., (How to hold the spoon, etc.)
(If yes): At what age?
Could you tell me how you went about teaching him to feed himself?

39. Some young babies have special food tastes...they like certain foods and dislike others. What about S? Did he have any special food dislikes?

(If yes): What were they?
How old was he when he developed dislike for_____?
How did he react when you fed him _____?
What did you do when he _____?
Did _____ bring about any change in his reaction to _____?

40. Some babies find it very hard to accept new foods and tastes; others seem to enjoy new foods and tastes. How about S? How did he react when you gave him a new food? How did you go about introducing a new food to S? What did you do when S _____?

41. Now, I would like to know about S's early experiences with language. At what age did S start to babble to himself? At what time of the day would he babble to himself? i.e., After feeding, after sleep, etc.
Did you play sound games with S? i.e., (Make sounds for him to imitate.)
Did your husband play sound games with S?
(If yes): How old was S when you started to play sound games with him?
Did you try to teach S to say certain sounds?
(If yes): How old was S when you started to teach him word games?
How did you go about teaching him to imitate words?
How did S react when you tried to teach him words?

42. Some mothers seem to carry on a running conversation with their babies and will talk to him as she is working in the house and caring for him. Other mothers talk very little to their babies until the baby is talking and saying some words. What about you?

43. Could you describe your child's general physical health during his first year? Was he colicky, etc.?

44. What did you enjoy most about this period in S's growing up?

45. What did you find most frustrating during this period?

46. Thinking back over this period, do you wish that things had been different? (Probe for elaboration, etc.)

47. What areas of disagreement existed between you and your husband about how to care for S during this period? How did you resolve these differences?

48. What about other members of your family? How did they feel about the way in which you were caring for the baby?

49. [Earlier in our talk, you said that you expected this baby to _____.] How did S compare with your expectations of what you wanted this baby to be like.

50. Are there some things that you feel were important to you or S that we have not discussed...that you feel would help us understand your child better?

TODDLER PERIOD

Now, I would like to talk to you about the time that S was about one-and-a-half to three years old.

1. Where were you living during this period? (If this is different than post-natal period ask:)
   a. How did it come about that you moved to that home? (Or: How did you decide to move to that home?)
   b. How old was S when you moved?
   c. How did S feel about the moving?
   d. How could you tell?
   e. How did S find out that you were moving? (Or: Did you talk about the moving to S?)
      (If yes): What kinds of things did you talk to him about?
      (If no): Why didn't you talk to him about it?
      Did your husband talk to him about it?
      Did you notice any changes in S's behavior after you moved?
      (Or: Were there any changes in S's behavior after you moved?)
      (If yes): What were they?
      How did you feel about these changes?
      What did you say or do when S_____?
      For how long did S_____?
      How did it come about that S stopped_____?

Were there any differences in who was living with the family?

2. Did S have a room for himself during this period?
   (If no): Ask question 14 of post-natal period.

3. Would you describe S as an active or inactive child during this period? (i.e., Did he move around a great deal when you were bathing him, dressing him, feeding him, etc.?)

If mother describes S as a fairly active child ask:

a. How did you feel about this?
b. Did you experience any difficulties in taking care of S (bathing him, dressing him, feeding him, etc.) because he was such an active child? (Or: How did S's activity level influence the way you took care of him?)
c. Would you tell me about a time that you were trying to dress S and he was busy moving around. What did you say or do? (Go onto question 4.)

If mother describes S as a fairly inactive child, ask:

a. How did you feel about this?
b. Did you feel that he should have been more active?
   (If yes): Did you try to encourage S to be more active?
   (If yes): How did you go about it?
   Did this influence S's behavior? (Or: Did_____ bring about any change in S's behavior?)

4. Where did S spend most of his waking time?

5. Did you have any special place in the house for S to play in?
(If yes): Where was this special place?
How did you go about getting S to play in _____?
What did you do if S did not want to play there?
Could you tell me about a time that S refused to play in_____ and wanted to play in another part of the house. What did you do or say?
Were there any places in the house where S could not play?
(If yes): Where was it?
Could you tell me about a time when S played in_____?
What did you do or say?

6. Did S spend most of his waking time alone or with someone?

If S spent most of his waking time with someone ask: With whom?

If S spent most of his waking time alone ask: Why was that so?

7. If S was off playing by himself in another room and you were in the kitchen, would you leave him alone or would you look in on him.

If mother would look in on child, ask: How often would you look in on him?

8. What kinds of things did S enjoy doing during this period? Did he enjoy toys?

9. What kinds of toys did you give to S during this period? Why did you select these toys?

10. Was he interested in these toys?

11. How could you tell?

12. Let's suppose that you bought a toy for S and he was not interested in playing with it. What would you do or say in this situation?

13. How often did you give S new toys to play with?

14. How did it come about that you gave new toys to S.

15. Everyone has different ways of giving toys. We are interested in your way. Could you tell me about a time that you had bought a new toy for S. How did you go about giving it to him? What did you do or say? What did S do or say?

16. Was S allowed to play outdoors by himself during this period?
(If no): Why couldn't S play outdoors alone?
(If yes): a. Did he play within an enclosed area, i.e., fenced in yard?
(If no): See question e. below.
(If yes): b. Was S allowed to leave the yard?
(if no): c. How did you go about teaching S that he had to stay in the yard?
d. Did S ever leave the yard? If yes: what did you do or say at that time?
e. Did you set any limits on where S could play outdoors? (Or: How far away from home could S play?)
f. How did you go about teaching S to_____?

g. Did S ever go beyond the limit (restrictions) that you set up?
(If yes): Could you tell me what happened? (Where did S go; what did you say or do?)
Did you check on S when he was playing outdoors?
(if yes): How often did you check on him?

17. Did you take walks with S around the block, to the store, etc.?

18. Did S have needs for contact with other children (what contact with other kids his age did S have?)

19. Now, I would like to talk about the kinds of things that S could do for himself during this period. What were some of the things that S could do by himself at this time(self-help)? How did S learn to do _____?

If mother taught S, ask: Could you tell me how you went about teaching S to _____?

20. Children of this age will sometimes insist on doing things for themselves, even if they do not have the necessary skills to do so. For example, they will insist on feeding themselves but will spill more food than they eat, or they will insist on washing or dressing themselves. Could you tell me about a time when S was trying to do something by himself but really did not have the know-how. What did you do or say? How did S react when you _____?

21. What did you do when S refused to eat a particular kind of food?

21. Did you ever try to do other things? What?

22. Did S have any particularly strong food likes or dislikes? Any allergies?

23. Did S have supper with you and your husband.
(If no): Go to question 25.

24. How did it come about that S_____?

If S ate with parents:

a. Did you serve S the same foods as you and your husband, or did you serve him different foods?
b. Why did it happen this way?
c. What did you say or do when S spilled foods or liquids at the table?
d. Did you always do (say)_____when S spilled foods or liquids?

25. What did S do when you and your husband had supper together?

26. Now, I would like to talk about S's sleep habits during this period. Did S take a nap during this period?
(If yes): Did he take a nap every day?
How did you go about getting S to take a nap?
For how long a time did S nap?
What did you do or say when S refused to take a nap?

(If no): How did it happen that S did not nap at this time?
Did you have a particular time for S to go to bed at night?
What did you do or say if S refused to go to bed at _____?
(If no): If there was no definite time for S to go to bed, how did it come about that S went to bed?
Did S have any difficulty falling to sleep? (Some children keep calling to their mothers to come to their room, etc.)
(If yes): Could you tell me about a time that S had difficulty going to sleep. What did you do or say? Any special objects needed to sleep with?
Did S ever wake up during the night and call (or come to) you?
(If yes): How did you handle the situation?
Did S have any nightmares during this period?
(If yes): What did you do or say when S had nightmares?
Would you describe S as a relaxed or restless sleeper?
How could you tell?
Did you wake S in the morning, or did he wake up by himself?
How did S start his day, i.e., what kind of child was he in the morning?

Now I would like to ask you about any help you had with S at this time.

27. Did you have anybody to help you care for S during this period?
(If yes): Who
What did they do?
How often did they help you?
How did S react when_____cared for him?
Did S respond differently to _____than to you? How did you feel about this?
How was S different?
(If No): Would you have liked to have had somebody help you care for S?
What would you have liked for them to do?
Why didn't you have somebody help you to care for S?

28. Were there times that you were separated from S during this period?
If yes: For how long? How often? Where did he stay while you were gone?
With whom did S stay while you were gone?
Did S know _____?
If yes: How did S get to know this person?
If No: Did S get to know this person before you left?
How did S get to know this person?
Did S know (beforehand) that you were going to leave him with_____?
If yes: How did this come about?

Let's suppose that you were leaving S with_____. Could you tell me what generally happened before_____arrived? Did S know that_____was coming and that you were planning to leave? How did this come about? How did S react when _____ arrived at your home or when you brought him to _____? What did S say or do when you were getting ready to leave? What did you say or do?

29. Most children of this age go through a period when they become quite upset and cry when they are to be separated from their mother. Could you

tell me about a time when S (protested your leaving) became upset about your leaving him. What did you do or say? How did S generally react when you returned home? What did you generally do or say when you returned home? How did S react to you after your return? Did you bring anything to your child...? Did you notice any change in S's behavior when father came home?

30. Now, I would like to talk about S's reaction to strangers or unfamiliar people during this time. How did S react to strangers? Did S have any fear of strangers during this period? How could you tell? How did it come about that S_____? Could you tell me about a time that an unfamiliar person came to your house. What did S say or do? What did you say or do?

31. Many children at this age have an attachment to a particular object, like a doll or blanket. Did S have any attachments to objects at this time? (Besides ones that he slept with)

If Yes: What were they
What did S do with_____? (How did S show attachment to _____?)
What did you think of S's attachment to_____?
Is S still attached to _____?

If No: How did it come about that S gave up his attachment to_____?

32. Now, I would like to talk about the fears that S had during this period. (Now, I would like to talk about the things that seemed to frighten S during this period.) What were some of the fears that S had during this period? How could you tell that S was frightened of_____? Could you tell me about a time that S was frightened by _____ and _____. What did you do or say. What did you do or say when S expressed fear of_____ (name another fear mentioned by mother.) How do you think S's fear of_____ came about? How long did S express fear of _____? Is S still fearful of _____? How did it come about that S was no longer fearful of _____?

33. How did S regard taking a bath?

34. Most children of this age are unaware of the potential harm of certain objects and of their own actions. I would like to know how you taught S to be careful of potentially harmful objects or activity. For example, how did S learn not to touch the stove when it was hot? How did S learn not to handle knives? How did S learn not to throw breakable objects, i.e., glasses, dishes? Could you tell me how you felt about having breakable objects around your home?

In general, do you think that S was a careful or a careless child (destructive) during this period? Could you tell me about some of the things that he did which made you feel that he was careful/destructive?

35. Thinking back to this period, how would you describe S's general feeling about himself (and his world). How did this feeling come about?

36. Did S have any serious illnesses during this period?

If Yes: For how long was he ill?
Were any special precautions necessary after he recovered from _____?
Was S hospitalized during this illness?

If yes: For how long?
At what age was he when this happened? (How old was S at the time of hospitalization?)
Did you stay with him while he was in the hospital?
If No: How did S react to your not being allowed to remain with him?
How did you handle the situation?

In general, how do you feel about parents being able to stay with their child while he is in the hospital?

37. What did you enjoy most about caring for S during this time?

38. What frustrations did you experience in caring for S?

39. Thinking back to this period, what major things do you wish you had done differently? Why do you feel this way? What difference would this have made?

40. Were there any special events that may have influenced S's growing up during that period?

41. What kind of change did you experience during this period?

PRESCHOOL (CURRENT)

1. Now, I would like to have a picture of what S is like these days (at present). Would you describe S just in a general way...
a. What kind of a child is he? (If mother does not mention child's activity level, ask: "Would you describe S as a generally active or inactive child? How do you feel about this? Do you experience any difficulties in caring for him because of_____?") (If this activity level is different than toddler period, ask: "When you were talking about S during his toddler period, you mentioned that he was a rather (in)active child. How do you think this change in his behavior came about?")
b. What kinds of things are important to S these days? (By questions asked, what bothers him if he can't get it?)
c. How do you feel about_____?
d. What kinds of things does he enjoy doing?
e. How does S feel about himself these days?
f. What makes you know this? (How can you tell?)
g. How do you think this feeling about himself came about?
h. Would you like to see any changes in the way that S feels about himself?
i. How do you think that this change can come about? (If mother does not mention self as agent of change, ask: "Is there anything that you can do?")
j. Do you see S as different from other children his own age?
If Yes: k. How?
l. Do you see S as different from his siblings? (Brothers and sisters)
If Yes: m. What special qualities do you see in S?
n. How do these qualities affect the way that you care for S?
o. How close is S to you these days? (Does he talk to you about his feelings, ideas, etc.?) (Or: How affectionate is S these days? How does S show his affection for you [your husband]?)
p. How do you feel about him? (If negative feeling expressed, ask: How would you like him to be? How can this come about?)
q. How affectionate (close) are you with S these days?
r. Is this different from the time that S was younger?
If Yes: s. How?
t. How did this change occur?

2. Some children are very concerned that others should like them and pay attention to them. Other children don't seem to care about this. What about S?
a. Does S seem concerned about the way that people feel about him?
b. How can you tell?
c. How do you feel about this?
d. Do you think it is a good thing that S feels this way?
e. Why do you feel this way? (If mother responds negatively about child's reaction, ask:) How would you like S to feel about others liking (or not liking) him?
f. How does S act when you are displeased with something he has done? Can you tell me about a time when S did something you didn't like. What did he do? what did he say?

3. Have you noticed any changes in S during the last year? (Or: Do you think that there have been any major behavior or personality changes in S during the past year?)
If Yes: a. What?
b. How do you think these changes came about?

4. Are there any changes in S's personality that you would like to see develop at this time? What?
If Yes: a. Why do you think these changes are necessary at this time? (Or: Why would you like to see these changes?)
b. Have you done anything to bring these changes about?
If Yes: c. What have you done?
d. How effective has this been?

5. Are there any interests or skills you would like to see him begin to develop at this time?
a. Is there anything that you can do to help S develop these skills?
If Yes: a. What? (Or: Have you done anything to try to encourage him to develop _____?)
If Yes: b. What?
c. How effective do you think this will be?

6. Now, I would like to have some idea about your present living arrangements. (How many people are living with you at present?)
a. Where are you now living?
b. Would you describe your neighborhood (and home) so that I can have some picture in my mind of where S lives?
c. How many rooms do you have?
d. Does S have a room for himself?
If no: e. With whom does he share a room?
f. How does this work out?
g. How do you feel about this arrangement? (What do you think about this arrangement?)
(If mother expresses negative feelings about this, ask: How would you like it to be?)
h. Where does S spend most of his time?
i. Are there places in the house where S cannot play, etc.?
If Yes: j. Where?
k. Why can't he play there?
l. How did you go about teaching S not to play in _____?
m. Would you tell me about a time when S did play in there. What did you do or say? (If mother says that S has never played there, ask: What do you think you might do or say if S did play there?)
n. Where does S keep his toys and special possessions? (Or: Does S have a special place to keep his toys and special possessions?)
o. Is there a special place in the house where S can play?
If Yes: p. Where? Where else can he play?
q. Are there places in the house where he cannot play?
If Yes: r. Where?

7. Now, I would like to talk with you about S's play, and interests.
a. What kinds of things does S enjoy doing?
b. With what kinds of things does S enjoy playing?
c. What kinds of toys have you bought for S in the past year?
d. Why did you give him these particular toys?
e. How often do you get toys for S?
f. Could you tell me about a time that you gave S a new toy. What toy did you give him? Why did you get him a toy at that particular time? How did you go about giving him_____? What did you do or say? Is this what you usually do when you give S a new toy?

g. Does S enjoy making things...painting, drawing, working with clay or plastecene, woodwork?
If Yes: h. What kinds of things does he enjoy making?
i. Did you, or any one else, teach him to_____?
j. Do you ever work with him when he is_____?
k. Does S ever pretend that he is someone else when he is playing?
If Yes: l. Who does he pretend to be?
m. Does he have any imaginary playmates?
n. How do you feel about children pretending to be someone else? (If mother expresses disapproval ask:)
o. Do you ever discourage S's pretending play? When? Why? How?

8. Some children this age are very much interested in playing and making things; they become very absorbed in what they are doing and seem to be quite happy to be by themselves. Other children seem to be unable (find it very hard) to get interested in playing or making things by themselves... they (seem to) need other children (or adults) to get them interested or involved in play. What about S, what kind of a child is he? Is he more one way than another?
a. How do you feel about this? (If mother expresses disapproval of child's behavior, ask:
b. How would you like S to be?
c. How do you think this can come about? (If mother does not mention self as agent of change ask:)
d. Have you done anything to try to encourage him to change in this way?
If Yes: e. What have you done?
f. How effective has this been?
g. Is there anything else you might do?
If No: h. What do you think you might do to_____?
i. How effective do you think this would be?
j. Is there anything else you might try?

9. Let's suppose that S has been wandering around the house restlessly all afternoon unable to really settle down with anything. Finally he comes up to you and whines, "Mommy, I don't have anything to do? What can I do? (Or: Mommy, I don't have anything to do. Will you play with me?)
a. How would you deal with this situation? What would you do or say?
b. How effective do you think this would be? (Or: what do you think S would do or say?)
c. Is there something else you might say or do in this situation.

10. Now, I would like to know about S's play with other children (and adults).
a. Does S spend most of his time playing alone or with others...children or adults?
b. Would you tell me the name of the children S plays with and their ages?
c. How often does S play with_____?
d. Where do they play? (If mother does not mention S's home ask:)
e. Does _____ ever come to your home to play with S?
If Yes: f. Where do they play?
g. Are there any places in the house where they cannot play?
h. How does this work out?
i. Do you ever supervise (look in on) the children when they are playing together? How often?
j. What kinds of things do they do together?

k. How do you feel about S's play with _____? (Or: Do you think S's play with_____is a good thing for him?)
l. Why do you feel this way?
If No: m. Why not?

11. Some parents feel that they have to (should) choose their children's friends (while they are still young). Other parents feel that their children should choose their own friends.
a. How do you feel about this? How does your husband feel about this?
b. What kind of children do you like S to play with? What things about children don't you like?
c. Why do you feel this way.

12. Most children experience conflicts and difficulties with their playmates. Some parents feel that children should work out their conflicts (between them) by themselves. Others feel that children need help to work them out.
a. How do you feel about this?
b. Does your husband feel this way too?

13. Are there any children that you do not like S to play with?
If Yes: a. Why do you feel this way? (If mother describes type rather than a child ask:) Let's suppose that S plays with a child who _____, what would you do or say?
(If mother mentions a child's name)
b. Why don't you like S to play with_____?
c. Have you told S that you do not want him to play with_____?
If Yes: d. How did you go about telling him?
e. Let's suppose that S plays with_____after you have told him that you do not want him playing with_____. What would you do or say?
f. How effective do you think this will be?

14. Some mothers find that most of their time is taken up with housecleaning chores, shopping for their family, and cooking, and they have no free time to be with their children.
a. What do you think about this?
b. Why do you feel this way?
c. Do you have any time during the day that you spend with S?
If Yes: d. When is this?
e. What kinds of things do you do together?
f. How does this work out? For you? For S?
If No: g. Why don't you have the time ?
h. If you did have time to spend with S how would you like to spend it? (If you did have the time what would you like to do with S?
i. What do you do when S comes up to you while you are busy and asks you to play with him? Could you tell me about a time when this happened... how did you handle the situation? (If mother says that this does not happen ask her to suppose that such a situation has occurred.)
j. Does S's father spend any time with him?
If Yes: k. When? How often?
l. What do they do when they are together?
If No: m. Why not?
n. Do you ever take S on trips to see things, i.e., zoo, or to a playground? How often?
o. What kinds of things do you do together as a family? (On weekends?)

p. Do you ever take walks with S around the neighborhood? How often?

(Orientation statements about children's curiosity)

15. Now, I would like to get some idea of the kinds of things that interest S. (That S is curious about these days.)
a. What kinds of questions is S asking you these days?
b. Would you tell me about one question that he asked you recently. What was it? How did you answer?
c. Do you think that S is more, about the same, or less curious than other children his own age?
d. How can you tell?
e. Some times children ask questions that adults find difficult to answer (do not want to answer). Would you tell me about a question S asked that you found difficult to answer. What did he want to know? How did you handle the situation?

16. Some children seem to be very interested in talking and telling others about themselves and what they are doing. What about S? Does he enjoy talking?
If Yes: a. What kinds of things does he enjoy talking about?
b. Have you been able to find any time during the day when you can just sit and talk with S?
If Yes: c. How did this come about?
d. Do you enjoy this time?
e. What kinds of things do you talk about?
f. Does S's father have any time during the day to talk with him? When? What do they talk about?

17. Some parents feel that mealtimes are a time to eat and discourage conversation at mealtimes. Other parents feel that eating and talking are alright. What do you think about this?

18. What do you do when S interrupts you when you are talking with your husband? With other adults?

19. Does S sit in the living room when you have friends visiting you?
If Yes: a. Does he ever enter into the conversation?
If Yes: b. How do you feel about this?
If No: c. Why not?
d. How do you feel about the old proverb, "Children should be seen and not heard?"

20. In general, is S able to tell you he is angry, hurt or upset?

21. Now, I would like to talk with you about the kinds of things that S can do for himself.
a. How much help does S need in dressing, washing, and generally caring for himself?
b. (If S is fairly competent in dressing himself) Did you do anything to help him learn to dress himself?
If Yes: c. Would you tell me what you did?
d. Suppose S comes to you and tells you that he cannot put on his shirt (her dress) and you know that he can do it by himself. What would you do or say?

e. Do you usually react this way when S asks you to help him dress? What else might you say or do?
f. What are some of the things that S can do all by himself?
g. How did S learn to_____?
h. Do you think that S can do as many things without help as most other children his own age?
If No: i. Why do you think this is so?
j. Do you think S is sufficiently capable of caring for himself?
k. Do you think that S should be more self-sufficient?
If Yes: What do you think can be done to help S become more self-sufficient? What would you like S to be able to do for himself?
1. Is there anything you can do to help S become more self-sufficient.
m. What about your husband? Does he feel that S is sufficiently able in caring for himself?
If No: n. What would he like S to be able to do?
o. Has he done anything to help him to_____?
p. Do you think it is important for S to_____?

22. Does S choose his own clothes in the morning?
If Yes: a. What do you usually do if S chooses something that is inappropriate?
If No: b. When do you think S will be able to choose his own clothes to wear?
c. Does S have any say in the clothes that you buy for him?
d. Let's suppose that you are going to visit a friend with S and he insists on wearing something that is inappropriate. What might you say or do?

23. Does S have any choice in the selection of foods for his breakfast? Lunch? Dinner?

24. Does S accompany you when you go shopping in the supermarket?
If Yes: a. Suppose that S (on his own) were to take some foods off the shelves and put them into your shopping cart. How would you handle this situation?

25. Children often attempt to master a difficult task when they do not have the necessary skills. Some parents feel that it is best to let the child struggle through the task on his own, others feel that the child needs some help. How do you feel about this? How does your husband feel about this?
a. Could you tell me about a time when S was struggling to accomplish something and was experiencing great difficulty and frustration. What was he trying to do? What was happening? What did you do or say?
b. Now I would like you to remember a time that S was struggling to do something by himself, i.e., tie his shoe lace, put a puzzle together. After much difficulty he succeeded. Would you tell me what you did or said at that time?
c. Let's suppose that S had attempted to master a difficult task on his own, in another part of the house, You were unaware that he was trying to do this task. He comes to you and is quite upset because he has not been able to successfully complete the task. What do you think you might have said or done in that situation?

26. Do you let S play away from home?
If Yes: a. How far away from home is he allowed to go alone?
b. Has he ever gone beyond this limit? (repeat limit set)
If Yes: c. What did you do? If child has gone beyond this limit more than once ask:
d. Do you always_____when S goes beyond the limit?
If No: e. What other things have you done?
(If child has not gone beyond the limit ask:)
f. What would you do if S went beyond this limit?
g. Do you check on S when he is playing outdoors?
If yes: h. How often do you check on him?
i. Does he know that you are checking on him?
j. How does he feel about this? If he objects ask: What have you said to him when he_____?
(If child is not allowed to play outdoors alone ask:)
k. When do you think that S will be able to play outdoors alone?
l. Is S allowed to cross streets?
If Yes: m. Did you teach S how to cross streets?
If Yes: n. How did you go about teaching S to cross streets?
If child is not allowed to cross streets, ask:
o. Why is S not allowed to cross streets?
p. When do you think S will be ready to cross streets?
q. Have you done anything yet about teaching him to cross streets?
If Yes: r. Describe what you did...what you told him.
s. Have you talked with him about what to do if he gets lost?
If Yes: t. What have you told him?
u. Does he know his address and telephone number?
v. Suppose that you are going to the Santa Clara County Fair. Since there are always such large crowds there, it is quite possible that a child may be separated from his parents. Knowing that there is such a possibility there may be a large crowd there, would you tell S anything before you went to the fair?

27. We are interested in learning about the different ways that children react to other adults caring for them, and how they react when they are separated from their mothers. (If covered sufficiently in toddler section, all these questions will not have to be asked here.)
a. Do you have anyone to help you care for S at present?
If Yes: b. Who?
c. What do they do?
d. How often do they help you?
e. How does S feel about_____?
f. How can you tell?
g. Does S respond differently to you and to_____?
If No: h. Would you like to have someone help you to care for S?
i. How?

28. Are there times when you are separated from S?
If Yes: a. For how long?
b. With whom does S stay when you are gone?
c. Where does he stay?
d. How did S get to know_____?
e. Would you describe a time that you left S with_____. How did he find out that you were going?

f. What did S say or do?
g. What did you say or do?

h. Does this usually happen when you leave S? What else might happen?
i. How does S behave when you return?
j. Would you tell me about a time when you left S with_____. What did he say or do when you returned? What did you say or do when you returned? Does this usually happen when you return? What else might happen?

29. Have you ever been separated from S for a long period of time?
If Yes: a. For how long?
b. How did it come about that you were separated from S at this time?
c. With whom did S stay while you were gone?
d. Would you tell me about a time when you left S with_____? What did he say or do when you returned? What did you say or do? Does this usually happen when you return? What else might happen?
e. Were there any changes in S's behavior (toward you) after your return?
If Yes: f. What were they?
g. Why do you think this came about?
h. What did you do about this?

30. Some mothers bring a gift or a piece of candy to their child when they have been away for awhile. How do you feel about this?

31. Now, I would like to talk about the ways in which S reacts to new places and things during this period.
a. Could you tell me about a time S went to a new place for the first time. For example, a relative or friend's house. What did he say or do? What did you say or do?
b. Did S generally react this way to new places? How else might he act? What do you think brought about these differences in his reaction?

32. Let's suppose that S had been brought into a room in which there were some new toys that he had never seen and some toys that were familiar to him.
a. How do you think S would react in this situation?
b. What makes you feel that he would have_____?
c. How do you think S might have reacted if you had been in the room? Why do you feel this way?

33. How often do you go traveling to new places with S?

34. What new places has S been to in the last month?
a. How did it come about that S went to_____?
b. Did S know that he would be going to_____?
If Yes: c. How did he find out?
d. How did S react when he went to_____?

35. Suppose that you want to take a ride with S. Are you more likely to go to a new place that you have never been before or to a place where you have already been?
a. Why?

36. In general, how would you describe S's reaction to new places?
a. How do you think this has come about?

37. At what age did S go to nursery school?

38. How did S feel about going to nursery school?

39. How could you tell?

40. How did S find out that he was going to go to nursery school?

41. How did it come about that you sent S to nursery school at that time?

42. Did you prepare S for his first day at nursery school? How? What did you say or do?

43. Did S talk about going to nursery school before he started?
If Yes: a. What kinds of things did he talk about?

44. Did you go with S to nursery school on his first day?
If Yes: a. How did this come about?
b. How did S feel about this?

45. Did you stay with S during the first day?
If Yes: a. Why?
b. How did you feel about this?
c. How did S feel about this?
d. How could you tell?
e. Would you tell me something about S's behavior during the first day at school?
f. Did you expect that S would respond in this way?
g. Why do you think S_____?
h. How long did you accompany and stay with S in nursery school?
i. How did it come about that you left S in nursery school?
j. How did S react when you left for the first time?

46. Have you noticed any changes in S's behavior since he has started nursery school?
If Yes: a. What are they?
b. How do you feel about_____?
If No: c. Did you expect that the nursery school experience would change S's behavior?
If Yes: d. In what ways?
e. Why do you think that there has been no changes in S's behavior?

47. How does S compare with the other children in his nursery group?

48. What does S enjoy about nursery school? How can you tell?

49. Do you participate in the nursery school in any way? How? How does S react when you are working as a participating mother. Is this different from S's usual behavior in nursery school? What have you done about this?

50. In general, do you think that S's nursery school experience is a good one for him? Why do you feel this way?

51. Now, I would like to know about a recent time when you gave S a new food.
a. Would you tell me what you did or said at the time?
b. How did S react?
c. Does he usually react this way to new foods? How else might he react? What brings about these different reactions to new foods?
d. How often do you prepare new foods for the family?
e. How does your husband feel about new foods or dishes?
f. Suppose that you have prepared a new dish for supper and S refused to eat it. What do you think you would do? What do you think your husband would do?

52. Often children around this age become quite negative and insist on having (doing) things their way. Mothers find that their children just won't listen to them and that it is very difficult to get their children to do the things that they want them to do. I am interested in finding out about what you do when there is a clash of wills between you and S. (What about S what kind of a child is he during this period?)
a. Would you tell me about some of the difficulties you experience in getting S to do the kinds of things you want him to do? (Would you tell me about a time when you wanted S to do something and he refused. What did you want him to do? What did S say or do? What did you say or do?)
b. Does S generally react this way when he doesn't want to do the things you want him to do? (Or: In what other ways does S express his resistence to your wishes?)
c. Do you always_____when S refuses to listen to you? What else do you d
d. How does S react when you_____?
e. Do you think that your way of dealing with S's negativism is effective in changing his behavior? (Or: How effective are you in bringing about a change in S's behavior?) How can you tell?
If mother feels that she is not very effective in bringing about change in S's behavior ask:
f. What do you think that you might do to bring about changes in S's behavior?

53. Now, I would like to know something about the way in which your husband reacts when S refuses to listen to him.
a. Would you tell me about a time when S refused to do as your husband had asked him to do? What did your husband want S to do?
b. What did S say or do?
c. What did your husband say or do?
d. How did S react when his father_____?
e. In what other ways did your husband respond when S_____?
f. Do you think that your husband's way was effective in bringing about a change in S's behavior? How could you tell?

54. Now, I would like to get some idea about S's sleeping habits during this period. Do you have a definite hour for S's bedtime during this period?
If Yes: a. What time is S expected to go to bed?
b. How was this bedtime decided upon?
c. What happens if S refuses to go to bed at the regular time? What do you do or say?
d. Do you always react this way when S refuses to go to bed? In what other ways do you react?
e. What effect does _____have on S's behavior?

f. How does your husband respond when S refuses to go to bed?
g. In what other ways does your husband react?
h. What effect does_____have on S's behavior?
i. Are there any times when S does not have to go to bed at the regular time?

If there is no specific bedtime ask:

j. How does it come about that there is not a definite hour for S's bedtime?
k. What does S's bedtime depend upon?
l. Do you feel that S gets adequate rest during this time? How can you tell?

55. Now, I would like to talk about the things that make S angry and about the ways in which he expresses his anger.
a. How can you tell when S is angry? How do you feel about this?
b. What kinds of things make S angry?
c. Would you tell me about a time when S became angry. What happened? What did he do or say? How did you react?
d. Do you always_____when S becomes angry?
e. In what other ways do you respond to S's anger?
f. How do you feel when S becomes angry?
g. How would you like S to react when he is angry?
h. Do you try to bring about any changes in S's behavior?
If Yes: i. What do you do?
j. Do you feel that this is effective? How can you tell?
k. How does your husband react when S becomes angry?
l. Does he always respond this way? In what other ways does he respond?

56. Every child, when he can't have his own way, will sometimes get angry at his parents...he may shout at them or even hit out at them. How do you feel about this? How does your husband feel about this?
a. Does S ever get very angry at you during this period?
If Yes: b. Would you tell me what happens? What does he do or say?
c. How do you feel about this?
d. How do you handle these situations? What do you do or say?
e. In what other ways does S express his anger to you?
f. Do you always_____when S becomes angry? (Or: What do you do or say when S (response to e)?
g. Does S ever become angry at his father?
If Yes: Ask question b-f above.
h. Does S ever get angry at his brothers or sisters?
If Yes: Ask question b-f above.
i. In general, how do you feel about a child (person) expressing their anger? Why do you feel this way?
j. Knowing S as you do, what do you think he would do if he were attacked by another child his own age?
k. Suppose a mother in your neighborhood came to you and told you that S had beaten up her child. What do you think you would do in this situation?

57. Here are two situations which may have happened to you and your child. Tell me how you have handled them.
a. Your child refuses to eat all his dinner, although you know that he is not sick?
b. You tell your child that it is bedtime; he whines and says that he wants to stay up and play with his toys.

PRESCHOOL PERIOD (Past)

Now, I would like to talk about S when he was between the ages of three and five years old. (Now, I would like to talk about the time when S was three to five years old.)

1. First, I would like you to tell me about S just in a general way, so that I can have some picture in my mind of what he was like during that time. (if not mentioned by the mother ask about general activity level. i.e., Would you describe S as a generally active or inactive child? How did you feel about this? Did you experience any [difficulties] frustrations in caring for S because of _____?)

General Physical Description

2. Did you see S as different from other children?
If Yes: In what ways was S different from other children? (How did you feel about_____?) Did_____ make a difference in the way you took care of S? How?

3. Where were you living during this period? (If this is different than the toddler period ask questions relevant to moving and S's reaction to moving...See Toddler Period question one.)

4. Did S have a room for himself during this period?
If No: Ask question 14 of post-natal period.

5. Was there a special place (room) in the house for S to play in?
If Yes: Where was this special place?
How did you go about getting S to play in_____?
What did you do if S did not want to play there?
Could you tell me about a time that S refused to play in_____ and you wanted him to play there. What did you do or say?

6. Were there other places in the house where S could play? Where?

7. Were there any places in the house where S could not play?
If yes: Where?
Why couldn't S play in_____?
How did you go about teaching S not to play in_____?
Could you tell me about a time when S played in_____.
What did you do or say?

8. Now, I would like to talk about S's interests and activities during this period.

a. What kinds of things did S enjoy doing?
b. Did he enjoy playing with toys? What kinds of toys did he enjoy?
c. What kinds of toys did you give to S during this time?
d. Why these toys?
e. How did it come about that you gave new toys to S?
f. Could you tell me about a time that you had bought a new toy for S. How did you go about giving it to him? What did you do or say?

g. Did S often make things during this period, i.e., draw pictures, work with clay or plasticene, woodworking, etc.? If no, go on to 1.)
If Yes: h. What kinds of things did he make?
i. Did you teach him to_____?
If Yes: j. How did you go about teaching him?
k. Did you ever do_____with him? (name each activity)
l. Did S ever pretend that he was someone else when he was playing? Who did he pretend to be?
m. Did S ever have any imaginary playmates? (Did S ever pretend that someone else was playing with him?)
n. How did you feel about his pretend playing? (How did you feel when he was pretending to be_____?)

If mother disapproved: ask questions o-q.

o. Did you try to discourage this kind of play?
If Yes: p. How did you go about it? (What did you do?)
q. What did S do when you_____?
r. How long did S continue with his pretend (kind of) play?
s. How did it come about that S stopped his pretend (kind of) play?

9. Some children during this age are more interested in playing or making things and are quite happy to be by themselves. Other children cannot seem to get really interested in playing or making things and seem to need to have people around them to keep them interested, and involved. What about S, what kind of a child was he? Was he more one way than the other?
a. How did you feel about this?

If mother expresses disapproval of child's behavior, ask:

b. What would you have liked S to do? (How would you have liked S to be?)
c. Did you try to get S to_____? (Response to previous question)
d. What did you do?
e. Could you tell me about a time that you_____? What was S doing? What did you do or say? How did this work out?

10. Some mothers find that most of their time is taken up with house-cleaning chores, shopping for their family, and cooking, and they have no free time to be with their children. How did you manage during this period in S's growing up?
a. Did you have time to spend with S?
If Yes: b. What kinds of things did you do with him? (How did you spend your time together?)
c. About how much time did you have together?
d. Did S enjoy these times together? How could you tell?
If No: e. How did it come about that you didn't have time to spend with S?
f. If you had had the time how would you have spent the time together?
g. Did S ever ask you to come and be with him?
If Yes: h. Could you tell me about a time when this happened. What did S say or do? What did you say or do?

11. Did S's father have time to spend with him?
If Yes: What kinds of things did they do together?

12. How often did you take S shopping with you during this period? How did this work out? For you? For S?

13. Did you ever take S on trips to see things?
If Yes: a. Where?
b. How often?

14. Did you take S visiting to relatives (or friends) during this period?
If Yes: a. With whom did you visit?
b. How did S feel about these visits?
c. How could you tell?

15. Often children around this age become quite negative and insist on having (doing) things their way. Mothers often find that their children just won't listen to them and that it is very difficult to get their children to do the things that they want them to do. I am interested in finding out about what you did when there was a clash of wills between you and S. (What about S what kind of a child was he during this period?)
a. Would you tell me about some of the difficulties you experienced in getting S to do the kinds of things you wanted him to do? (Would you tell me about a time when you wanted S to do something and he refused. What did you want him to do? What did S say and do? What did you say or do?)
b. Did S generally react this way when he didn't want to do the things you wanted him to do? (Or: In what other ways did S express his resistence to your wishes?
c. How did S react when you_____?
d. Did you always_____when S refused to listen to you? What else did you do?
e. Do you think that your way of dealing with S's negativism was effective in changing his behavior? (Or: How effective were you in bringing about a change in S's behavior?) How could you tell?

If mother feels that she was not very effective in bringing about change in S's behavior, ask:

f. What do you think that you might have done to bring about changes in S's behavior?

16. Now, I would like to know something about the way in which your husband reacted when S refused to listen to him.
a. Would you tell me about a time when S refused to do as your husband had asked him to do? First, what did your husband want S to do?
b. What did S say or do?
c. What did your husband say or do?
d. How did S react when his father_____?
e. In what other ways did your husband respond when S_____?
f. Do you think that your husband's way was effective in bringing about a change in S's behavior? How could you tell?

17. Now, I would like to get some idea about S's eating and sleeping habits during this period.
a. Did S have certain food likes and dislikes during this time?
If Yes: b. what were they?
c. How did you feel about this?
d. Did S ever refuse to eat certain foods when they were served to him?
If Yes: e. Could you tell me about a time when this happened? What did you say or do?
f. How did S react when you_____?
g. In what other ways did you react when S refused to eat certain foods?
h. Do you think that your ways of handling the situation were effective in bringing about a change in S's behavior? How could you tell?
i. Did you prepare the same foods for S as you prepared for the other members of the family?
If No: j. Did S have any say in the kinds of foods that you prepared for his meals?
k. How did this come about?

18. Did you have a definite hour for S's bedtime during this period?
If Yes: a. What time was S expected to go to bed?
b. How was this bedtime decided upon?
c. What happened if S refused to go to bed at the regular time? What did you do or say?
d. Did you always react this way when S refused to go to bed? In what other ways did you react?
e. What effect did_____have on S's behavior?
f. How did your husband respond when S refused to go to bed?
g. In what other ways did your husband react?
h. What effect did _____have on S's behavior?
i. Were there any times when S did not have to go to bed at the regular time? When did this happen?

If there was no specific bedtime ask:

j. How did it come about that there was not a definite hour for S's bedtime?
k. What did S's bedtime depend upon?
1. Did you feel that S got adequate rest during that time? How could you tell?

19. Now, I would like to talk about the things that made S angry and about the ways in which he expressed his anger.
a. How could you tell when S was angry?
b. What kinds of things made S angry? (How did you feel about this?)
c. Would you tell me about a time when S became angry. What happened? What did he do or say? How did you react?
d. Did you always _____ when S became angry?
e. In what other ways did you respond to S's anger?
f. How did you feel when S became angry?
g. How would you have liked S to react when he was angry?
h. Did you try to bring about any changes in S's behavior?
If Yes: i. What did you do?
j. Did you feel that this was effective? How could you tell?
k. How did your husband react when S became angry?

1. Did he always respond this way? In what other ways did he respond?

20. Every child, when he can't have his own way, will sometimes get angry at his parents...He may shout at them or even strike out at them. How do you feel about this? How does your husband feel about this?
a. Did S ever get very angry at you during this period?
If Yes: b. Would you tell me what happened? What did he do or say?
c. How did you feel about this?
d. How did you handle the situation? What did you do or say?
e. In what other ways did S express his anger to you?
f. Did you always_____when S became angry? (Or: What did you do or say when S (response to e)?
g. Did S ever become angry at his father?
If Yes: Ask questions b-f above.
h. Did S ever get angry at his brothers or sisters?
If Yes: Ask questions b-f above.
i. In general, how do you feel about a child (person) expressing their anger? Why do you feel this way?

21. Children often attempt to master a difficult task when they do not have the necessary skills. Some parents feel that it is best to let the child struggle through the task on his own, others feel that the child needs some help. How do you feel about this? How does your husband feel about this? Did you feel this way when S was between three and five?
a. Could you tell me about a time when S was struggling to accomplish something and was experiencing great difficulty and frustration. What was he trying to do? What was happening? What did you do or say?
b. Could you tell me about a time when S had mastered a difficult task on his own. What did you do or say? Did you generally respond this way when he mastered a difficult task?
c. Let's suppose that S had attempted to master a difficult task on his own, in another part of the house. You were unaware that he was trying to do this task. He comes to you and is quite upset because he has not been able to successfully complete the task. What do you think you might have said or done in that situation?

22. Was S allowed to play outdoors alone during this period?
If Yes: a. How did this come about?
b. How far away from home was S allowed to go alone?
c. Did S ever go beyond this limit?
If Yes: d. What did you do?
e. Did you always_____if S went beyond the limit? What else did you do?
f. Did you check on S when he was playing outdoors alone?
g. Did you expect S to tell you when he was going away from the house? What did you do if S did not tell you that he was going away from home?
h. How often did you check?
i. Did S know that you were checking on him? How did he feel about this?
j. Was S allowed to cross the streets by himself at that time?
If Yes: k. Did you teach him how to cross streets?
If Yes: l. How did you go about it?

If child was not permitted to cross streets, ask:

m. What did you do when S did cross the street?
n. At what age was S allowed to cross the street?
o. Why did you allow him to cross the street at that time?
p. Did you teach him to cross the street at that time? How did you go about it?
q. Did S know his address and telephone number at that time?
r. How did he learn it?
s. Was S allowed to remain alone in the house during this period?

If Yes: Ask questions a-b
If No: Ask question c

a. How did it come about that S would be left in the house alone? Would this happen often? How often?
b. Would you tell me about a time when you left S in the house alone? What did you say or do before you left?
c. Why didn't you leave S alone in the house at that time?

23. Did you have anyone help you care for S during this period?

If Yes: a. Who?
b. What did they do?
c. How often did they help you?
d. How did it come about that_____helped you care for S?
e. How did S respond when _____ took care of him?
f. Did S respond differently to you and to_____? How?

If No: g. Why didn't you have anyone help you at that time?
h. Would you have liked to have somebody help you to care for S? What would you have liked them to do? (In what ways would you have liked some help?)

24. Were there times when you were separated from S during this Period?

If Yes: a. How did it come about that you were separated from S?
b. For how long a period of time were you separated from him?
c. Where did S stay while you were gone?
d. With whom did he stay?
e. Was this person familiar to him before you left?
f. How did S get to know_____?
g. Did S know that you were going to leave him with _____?
h. How did this come about?

I am interested in finding out how children react when their mothers leave them with someone else and how the mothers handle the situation? Would you tell me about a time when you left S with_____. What generally happened before_____arrived? How did S behave? What did you do or say? What happened when _____arrived? What did S do then? What did you say or do? What happened when you left the house? What did S do or say? What did you do or say?

i. Did this usually happen when you left S with_____? What else happened?
j. How did S generally behave when you would return? What did he say or do?
k. Did you notice any changes in S's behavior after you returned?
l. What did you generally say or do when you returned?
m. Some mothers bring their child a gift (or a toy) when they have been away from home for awhile. How do you feel about this? Did you ever bring a gift or toy to S when you returned home?

25. Did S go to nursery school during this period?
If Yes: a. At what age did S start nursery school?
b. How did it come about that you sent S to nursery school at that time?
c. How often did S go to nursery school? How many hours each time?
d. How did S get to nursery school? How did this work out?
e. Would you tell me something about the kinds of things that S did in the nursery school? (Or: Would you tell me something about the nursery school? What kind of a school was it? What kinds of activities and equipment were available to the children?)
f. How did S feel about going to nursery school?
g. How could you tell?
h. Did you notice any changes in S's behavior after he started nursery school? What? How did you feel about this?
i. Do you think that S's nursery school experience influenced his growing up in any way? How?

Some children come home from nursery school and tell their mothers about everything that has happened. Others don't say a word about what has happened. If questioned, they will usually say, "Nothing happened".
j. What about S, did he tell you about the things that happened to him at nursery school. If S did not communicate with mother about nursery school, ask:
k. How did you feel about this?
l. Did you try to get S to talk to you about his nursery school experience? How did you go about it?
m. Did you participate in the nursery school at all?
If Yes: n. How did you help?
o. How did S react when you were a participating mother?
p. Was this behavior different than his usual behavior at nursery school? How did you know?
q. What did you do or say when S_____?
r. Do you think that it was a good idea for you to participate? Why do you feel that way?
s. Looking back on S's nursery school experience, do you think that it was a good experience for him? In what way?

26. Now, I would like to talk about the ways in which S reacted to new places and things during this period.
a. Could you tell me about a time S went to a new place for the first time. For example, a relative or friend's house. What did he say or do? What did you say or do?
b. Did S generally react this way in new places? How else might he act? What do you think brought about differences in his reaction?

If S had gone to nursery school during this period, ask:

c. How did S react on his first day at nursery school?
d. Did S talk about going to nursery school before he went? What did he talk about? Did you talk to S about his going to school before he started? What did you say?
e. Did you go with S to school on the first day?
f. How did this come about?

If mother did accompany S to school, ask:

g. How long did you remain at school with S?
h. How did S react when you left him at school? What did he do or say? What did you do or say?
i. How long did you think it took S to get used to being at nursery school? How could you tell?

27. Let's suppose that S had been brought into a room at age 3½ in which there were some new toys that he had never seen and some toys that were familiar to him.
a. How do you think S would have reacted in this situation? Which toys would he play with?
b. What makes you feel that he would have_____?
c. How do you think S might have reacted if you had been in the room? Why do you feel this way?

28. Now, I would like to know about a time when you gave S a new food.
a. Would you tell me what you did or said at the time?
b. How did S react?
c. Did he usually react this way to new foods? How else might he have reacted? What brought about these different reactions to new foods?
d. How often did you prepare new foods for the family at that time?

PERSONALITY OF CHILD (CURRENT-LATENCY)

1. Now I would like to talk with you about S, just in a very general way, so that I can have some idea of what he is like these days. Would you describe S in a very general way? What is he like these days? (Or: What kind of a child is S?)

a. What do you think is S's most outstanding trait (or characteristic)?
b. How do you feel about this?
c. Do you think that S is like most children his age or is he different?
d. How is he like (different) than other children his age?
e. How do you feel about this?
f. How do you think S feels about himself these days?
g. How can you tell?
h. What things seem to be most important to S these days? (e.g. from the questions he asks)
i. How do you feel about this?
j. Have you noticed any major changes in S's personality or behavior during the last year? (Or: Do you think that there have been any changes in S during this last year?)
k. In what ways? How do you feel about these changes?
l. How do you think these changes came about?
m. Are there any changes in behavior (or new behaviors) that you would like to see develop at this time?
n. What are they?
o. Why do you think it is necessary for these behaviors to develop at this time.
p. How do you think these changes (behaviors) can come about (develop)?
q. Have you done anything to encourage the development of_____?

If Yes: r. What have you done? How effective has this been? Is there anything else that you might do?

If No: s. Is there anything that you can do to help S develop_____? What? How effective do you think this will be? Is there anything else that you might try to help S develop_____?

t. What do you enjoy most in S these days?
u. Is there anything about S that gets on your nerves these days?
v. What?
w. Could you tell me about the last time that S did _____?
x. What did you say and do at that time?
y. Is this what you generally do when S does_____?
z. What other things have you done? What other things could you do?

Questions to be asked here or at end of interview:

1. In general, how do you and S get along these days? Do you ever wish that you and S had a different kind of relationship?

If Yes: a. How would you like it to be?
b. How do you think this relationship might come about?
c. What has to happen in order for this relationship to come about?
d. How does S and his father get along these days?
e. Do you ever wish that S and his father had a different kind of relationship?

If Yes: f. How would you like it to be?
g. Why do you feel this way?
h. How do you think that this relationship might come about?
i. What has to happen in order for this relationship to come about?
j. Do you think that this is possible?

2. Some children are very concerned that other persons (adults/children) should like them (and pay attention to them). What about S. Is he concerned about the way that other children/adults feel about him? How can you tell? (Or: Some children are very sensitive about the way that other children/adults feel about them, and are very concerned that other persons (adults/children) should like them.)
a. What about S?
b. How can you tell? How do you feel about this?
c. If S's feelings have been hurt by another child or adult will he come and tell you about it?
If Yes: d. Would you tell me about a time when S told you that his feelings had been hurt by someone?
e. What did he say?
f. What did you say or do?
If No: g. How do you know when S's feelings have been hurt?
h. What do you do or say, if you feel that S's feelings have been hurt?
i. How does S respond when you are displeased about something he has done? Can you tell me about a time that you were displeased about something that S had done? What did you say or do? What did S say or do?
j. Let's suppose that you and S have had a disagreement which has upset S and he goes off to his bedroom and locks the door. How do you think you might handle this situation? Is there anything else that you might do?

3. Some children at S's age are quite affectionate with their parents and like to be near them, while others seem to be growing away from their parents and seem to be more distant from them.
a. What about S. How close is he to you these days?
b. (Probe) Could you tell me a little bit more about this. What do you mean when you say_____?
c. Is S's behavior toward you different these days?
d. In what ways?
e. How do you feel about this.
f. How would you like your relationship with S to be?
g. What about S's relationship with his father. How close is S with his father these days?
h. How do you feel about their relationship?
i. How would you like it to be?
j. How could this come about?
k. How affectionate is S these days to you?
l. How does S show his affection to you?
m. How do you feel about this? (Probe)
n. How affectionate are you with S these days?
o. Is this different from the time when S was younger? How? How did this change come about? How do you feel about this?
p. When might you show your affection?
q. How does S react to this?
r. What does your husband think about this?

PLAY AND INTERESTS

1. I would like to get an idea of S's play and special interests.
a. What kinds of things does S enjoy doing most these days?
b. For how long has S been interested in_____?
c. How did his interest in _____come about (develop)?
d. How do you feel about this?
e. Are there any particular skills or interests that you would like S to learn (or develop) at this time?
If Yes: f. What are they? How do you think it might come about that S would learn_____? (How do you think S might learn to_____?)
g. Is there anything you can do to help S learn_____? How effective do you think this will be? Is there anything your husband can do to help S learn_____?
h. Some parents find it extremely difficult to teach their child a skill, like riding a bicycle, and would rather have someone else teach their child. How do you feel about this?
i. Have you ever taught your child a particular skill, like riding a bicycle?
If Yes: j. Could you tell me how you went about teaching him? What were some of the difficulties you experienced in teaching him to_____? If you were to teach him to_____again, would you do it differently? How would you do it? (Or: Lets suppose you are going to teach your child to ride a bicycle. How would you go about it? Can you think of another way that you might teach your child to ride a bicycle?
k. What does S enjoy doing when he is at home? Does he enjoy making things, i.e., painting, drawing, cooking, carpentry (or woodworking), or working with clay, plastecene, papier mache?
If Yes: l. How did he learn to_____? Did you or any member of your family teach him to_____? Who? Do you or your husband ever work with him when he _____?
m. Do you or your husband have any particular hobbies that S can share with you?
If Yes: n. What are they? Does S seem to be interested in_____?
If No: O. How do you think S might become interested in_____?
p. Does S enjoy playing with toys (miniature cars, airplanes, trucks)? Games (cards, lotto, etc.)?
q. Does S enjoy playing alone?
If Yes: r. How much of his time after school does he spend alone?
s. Do you think it is important for children to be able to play alone?
t. How do you think children learn (to be able) to play alone?
u. Have you tried to help S to play alone?
v. How did you go about it?
w. What did you do or say?
x. How effective were you in helping S to play alone?

2. Some children this age are very much interested in playing and making things; they become very absorbed in what they are doing and seem to be quite happy to be by themselves. Other children seem to be unable (find it very hard) to get interested in playing or making things by themselves... they (seem to) need other children (or adults) to get them interested or involved in play. What about S. What kind of a child is he?
a. How do you feel about this?

If mother expresses disapproval of child's behavior, ask:
b. How would you like S to be?
c. How do you think this can come about?
If mother does not mention self as agent of change ask:
d. Have you done anything to try to encourage him to change in this way?
If Yes: e. What have you done?
f. How effective has this been?
g. Is there anything else you might do?
If No: h. What do you think you might do to _____?
i. How effective do you think this might be?
j. Is there anything else you might try?

3. Let's suppose that S has been wandering around the house restlessly all afternoon, unable to really settle down with anything. Finally, he comes up to you and whines, "Mommy, I don't have anything to do. What can I do?" (Or: "Mommy, I don't have anything to do. Will you play with me"?)
a. How would you deal with this situation? What would you do or say?
b. How effective do you think this would be? (Or: What do you think S would do or say?)

4. Some parents buy toys and games for their children only at birthday times, or Christmas; other parents will buy their children toys and games whenever they think it is necessary. What about you (Or: How do you feel about this? When do you buy toys or games for S?)
a. What games or toys have you bought for S in the past year?
b. Why did you buy these particular games or toys?
c. How often do you buy toys for S?
d. Do you ever discuss S's choice for a toy (or game) before you buy it? (Or: How do you decide what game or toy to buy for S?)
e. What kinds of toys or games do you think are best for children of S's age?
f. Do you ever buy toys (or games) for S as a reward?
If Yes: g. Could you tell me the last time that you did this?
h. What did S do?
i. What did you buy him?
j. What did you say or do when you gave S the_____?
k. Let's suppose that you have bought S a rather expensive game for his birthday. He plays with it for a few days and then completely loses interest in it. What would you do or say?

CHILD'S SOCIAL INTERACTION (CURRENT-LATENCY)

1. Now, I would like to talk with you about S's play with other children.
a. Does S spend most of his time after school alone, or with other children (or adults)?
b. About how much time does he spend with other children?
c. How do you feel about this?
d. Do you feel that S's play with other children interferes with his school-work, i.e., doing his homework, or helping you around the house?
If Yes: e. Have you tried to limit his playtime with his friends? How have you done this? How effective have you been? Is there anything else that you might do?
f. Does S prefer to play with younger or older children?
g. How do you feel about this?
h. Does S prefer to play with boys or girls?
i. How do you feel about this?
j. Where does S play with his friends?
k. How often do S's friends come to your home to play?
l. Are there any special places in your home where they can play? Where?
m. Are there places in your home where they cannot play?
If Yes: Why not? How did you go about telling them where and where not they they could play? What did you say? What do you do if S and his friends do play in a part of the house that has been restricted? What do you do or say? (If mother says that this does not happen--pose a hypothetical situation.)
n. Do you ever supervise (look in on) S and his friends when they are playing?
o. What if S and his friends have gone into his room and have closed the door...would you knock before entering?
p. What would you do if you had asked S to take the meat out of the freezer when he comes home from school and you return home at five o'clock to find that he is busy playing with his friends and that the meat is still in the freezer?
q. Have you had any opportunity to watch S play with other children?
If Yes: r. How does he get on with other children? Do the other children seem to like him? Why do you think they feel that way?
s. Do you think that S is a leader or a follower when he plays with other children?
t. How do you feel about this?
u. Would you like S to change in the way he interacts with other children?
If Yes: v. In what ways would you like to see him change? How do you think these changes can come about? Is there anything that you can do to bring these changes about?
w. Children sometimes argue and fight with their friends, when this happens what does S do? (Or: Let's suppose that S was hit by another child his own age, knowing your child, what would he most likely do?)

2. Some parents help their children work out their problems with their friends...others feel that children should patch up their own quarrels. How do you feel about this?
a. Has S ever discussed with you any difficulties that he has had with his friends?
If Yes: b. Would you tell me about it?
c. What was the trouble?
d. What did you do or say?
If No: e. Let's suppose that S comes home and tells you that a friend of

his won't play with him, and that this friend is telling other children not to play with S. What would you say?

3. Some parents feel that children should not fight with other children, they will step in and stop children who are fighting; other parents feel that it is normal for children to fight and they do not interfere. How do you feel about this? Why?

4. Let's suppose that S is playing with one of his friends. His friend wants to play with one of S's toys but S refuses to let him play with it. The two of them begin to argue and shout at each other. It sounds like they will soon be coming to blows. How would you handle the situation? Is there anything else that you might do?

5. When S fights with his brother(s) or sister(s) or with a neighbor or visiting child, what do you do? Do you always react this way?
If No: a. What other things have you tried?

6. Let's suppose that a neighbor telephones you and tells you that your child has hit her child. What do you think you might say? What would you say or do when S came home?

7. How well does S share with other children? Why do you think this is so?

8. How about when another child (including your own) refuses to share with S?
a. What do you do?
b. Are there times when you have responded differently? If so, how?
c. How does S react when this happens to him?
d. Why do you think he reacts this way?

9. Do you feel S could improve in the way he plays with other children?
a. Is there anything you can do to help bring this about?
b. Have you been able to do anything about this?

10. How would you like S to behave when someone else upsets or hurts him?
a. What do you think you can do to help bring this about?
b. What have you done?

11. Some parents feel that they should have a say in their child's choice of friends; other parents feel that children have the right to choose their own friends. How do you feel about this?
a. Does your husband feel the same way?
If No: b. How does he feel about this?
c. With what kind of children do you like S to play? Why?
d. Are there any children with whom you do not like S to play?
e. Why don't you like S to play with _____?
f. Have you told S that you do not like him to play with_____?
If Yes: g. How did you go about it? What did you say?
h. Let's suppose that S plays with a child that you do not like (and you have told him that you do not want him to play with this child)...what would you do or say?
i. How effective do you think this will be?

CURIOSITY AND COMMUNICATION

(Orientation statements about children's curiosity)

1. Now, I would like to get some idea of the kinds of things that S is curious about these days.
a. What kinds of questions is S asking you these days?
b. Would you tell me about one question that he asked you recently. What was it? How did you answer?
c. Do you think that S is more, about the same, or less curious than other children his own age?
d. How can you tell?
e. Sometimes children ask questions that adults find difficult to answer (do not want to answer). Would you tell me about a question S has asked that you found difficult to answer. What did he want to know? How did you handle the situation?

2. Some children seem to be very interested in talking and telling others about themselves and what they are doing. What about S. Does he seem to enjoy talking?
If Yes: a. What kinds of things does he enjoy talking about?
b. Do you have any time during the day when you can just sit and talk with S?
If yes: c. When do you do this?
d. How did this come about?
e. Do you enjoy this time?
f. What kinds of things do you talk about?
g. Does S's father have any time during the day to talk with him? When? What do they talk about?

3. What is your reaction when S interrupts you when you are talking with your husband?
a. Can you remember a particular time when this happened?
b. What did you do at that time?
c. In what other ways have you reacted to this situation?
d. Why do you think it is that S (either interrupts or never interrupts)?

4. Some parents feel that mealtimes are a time to eat and discourage conversation at mealtimes. Other parents feel that eating and talking are alright. What do you think about this?

5. Does S sit in the living room when you have friends visiting you?
If Yes: a. Does he ever enter into the conversation?
If Yes: b. How do you feel about this?
If No: c. Why not?
d. How do you feel about the old proverb, "Children should be seen and not heard"?

6. Most children experience feelings or problems which (they can't talk about) are difficult for them to talk about. What about S. Is he able to talk to you about the things that bother him? Could you tell me about a time when_____? What did you say? What kinds of things are particularly difficult for S to talk about? What happens when S is bothered about something and is unable to talk to you about it? What do you do or say? (How do you find out what is bothering him?)

COPING WITH FEELINGS

1. Some parents feel that it is important for children to learn to express their feelings to others, while other parents feel that children should learn that feelings are a personal matter. How do you feel about this?

2. Let's suppose that you have had a particularly difficult day, and are feeling pretty low. Would you try to hide your feelings from S, or would you tell him about how you felt?
If Yes: a. How would you go about telling him? What would you say?
b. Have you always told S how you felt, or is this rather recent?
If recent: Why are you able to tell S about your feelings now?
If No: c. Why would you react this way?
d. Do you think it harms a child to know about his parents' unhappy feelings?

3. Now, I would like you to think about a different situation. Let's suppose that you are visiting at the home of some friends with S. You ask him to do something and he becomes very angry and starts to shout at you. How would you handle the situation? What would you do or say? Do you think that you would react in the same way if you were at home with S? What if something like this happened while you were shopping with S? Would you react in the same way?
If No: a. Why would you react differently?

4. In general, how does your husband respond when S is angry or shouts at him? How do you feel about this?

5. I would like you to think about the last time that S did something to make you angry. What was it? Did you do or say anything at the time to show S that you were angry with him?
If Yes: a. What did you do or say?
If No: b. Why not?

6. Now, I would like you to think about the last time that S did something that pleasedyou very much. What was it? Did you do or say anything at the time to show S that you were pleased with him?
If Yes: a. What did you say or do?
If No: b. Why not?

7. Could you tell me something about the way you think and feel about yourself when you are angry with S? Can you tell me why you feel this way?

ADAPTATION TO NEW EXPERIENCES

Children and adults react in many different ways to new experiences, people, and things. Now, I would like to talk with you about the ways in which S and other members of your family respond to new experiences, etc.

1. Firstly, I would like to know how S reacts when he meets a person for the first time. For example, what does he do or say when a strange (unfamiliar) adult comes to visit with you and/or your husband?

2. Let's suppose that you have invited one of your husband's co-workers and his wife to dinner. S has never met these people. Would you talk to S about them before they arrived?

If Yes: a. What would you do or say?
b. Why would you talk to S about them before their arrival?
c. Would you introduce S to them once they had arrived?
If Yes: d. Knowing S as you do, what do you think he would do or say?

3. Do you generally have S meet your guests when they come to visit in your home?

If Yes: a. Why do you do this?
b. How does S feel about this? What does he generally do or say in these situations?
If No: c. Why not?
d. How does S feel about this?

4. Let's suppose that a new family has moved into your neighborhood, how would you go about meeting them? For example, would you go to their home and introduce yourself or are you more likely to wait for them to make some effort to meet you and your family?

5. If you and your husband are planning an outing on a Sunday with your family, would you tend to think of going to a place that you have never been before, or would you tend to go to a familiar place?

6. How would you go about making this decision? (Or: What kinds of things would influence your decision?).

7. Some children are always asking their parents to take them to new places, they seem to be bored when they revisit places. Other children seem uncertain about going to new places and prefer to revisit familiar places. What about S. In general, does he prefer to visit new or familiar places?

8. Why do you think he feels this way?

9. How do you feel about S's reaction? Would you like to see any changes in his attitude?

If Yes: a. How do you think this change may come about?
b. Is there anything that you can do about this?
c. Have you tried to do anything about this?
If Yes: d. What
e. How effective has this been?
f. Is there anything else that you could do?

10. Have you visited any new places with S recently?
If Yes: a. Where?
b. How did it come about that you went to _____?
c. Did you talk with S about going to _____ beforehand?
If Yes: d. What did you say? (Or: What kinds of things did you talk about?)
If No: e. Why not?

11. How did S react when you visited _____?

12. What did you do or say at the time?

13. In general do you think it is important for children to visit new places and meet different people?
If Yes: a. Why do you think this is important?
b. At what age do you think children should start visiting new places and meeting new people?
c. Do you think it helps children to have their parents with them when they do visit new places or meet new people? Why do you feel this way?

14. Now I would like to talk with you about S's reaction to new foods. In general does S have a positive or negative reaction to new foods?

15. Could you tell me about a time when S was served a new or unfamiliar food? What did he do or say? What did you do or say?

16. Some parents think that it is very important for their child to learn to eat different kinds of foods, and will insist that their child try an unfamiliar dish. How do you feel about this? Why do you feel this way?

17. Do you experiment with new recipes or dishes?
If Yes: a. How does your family react when you serve them a new food?
b. Let's suppose that you serve a new food and S says "I don't like that". What would you do or say?

18. Have you noticed any changes in S's reaction to new experiences (or unfamiliar adults) in recent months (recently)?
If Yes: a. Could you tell me more about this change?
b. How does S react now?
c. How did S react before this change?
d. How did this change come about?

19. In general how do you think parents can help their children deal with change and new experiences?

20. Knowing S the way you do, do you think that he will enjoy change and new experiences, or will he prefer the familiar. Why do you think S will react in this way? How do you feel about this?

MATERNAL CONTROL

As children grow older, many parents find it necessary to change their expectations, i.e., what behaviors they expect from their children, at different ages.

1. What about you? As you think about S's growing up. Have you expected different things from him at different stages? For example, are there things that you now expect S to do that you did not expect him to do when he was X years old?

If Yes:
- a. Could you tell me about some of these things.
- b. Why do you expect S to do these things now?
- c. Do you think that S is aware of these changes in your expectations?
- d. How did he learn of your new expectations? Or: How did you go about getting S to _____?
- e. How do you go about deciding when it is time to change your expectation of S's behavior?
- f. Do you feel that changes in your expectations have also brought about changes in your relationship with S?

If Yes:
- g. In what ways?

Some parents feel that rules and regulations (and/or routines and restrictions) are necessary for their child's healthy personality development; other parents feel that rules and regulations (routines and restrictions) restrict the development of their child's creativity and individuality. How do you feel about this? How important are rules and regulations to you in rearing children?

2. What kinds of rules or regulations about how things should be done do you have in your family? Doe these rules and/or regulations also apply to S?

If Yes:
- a. How did you go about explaining these regulations to S? What did you say and/or do?
- b. How did S react?
- c. What do you do and/or say if S does not _____?
- d. What else might you do or say?
- e. Are there any times when these regulations are ignored?
- f. What effect do you think these regulations will have on S's development?

3. Could you tell me in a very general way, how you would go about deciding whether or not a regulation or restriction is necessary?

4. Let's suppose that you have decided that a certain restriction is necessary, you explain it to S but he disagrees with you and threatens not to obey. What would you do or say in this situation. (Encourage the mother to be specific with regard to a particular restriction, etc.)

Some parents feel that a child of S's age should be given regular jobs to do around the house. How do you feel about this? Why do you feel this way?

If Yes:
- a. Does S have any regular jobs or chores to do?
- b. What are they? (At what age did S begin to do _____?)
- c. How did you go about deciding that these chores were to be done by S?

d. How did you go about telling S of his chores and responsibilities?
e. What did you do and/or say?
f. How did S react?
g. Are there any times (or conditions under which) when S does not have to do these chores? When?
h. Why is this?
i. What happens when S does not do _____?
j. What do you do or say?
k. Does S receive any reward for his chores?

If Yes:
l. What is it?
m. Why is S given a reward?
n. How do you think the reward influences S's behavior?
o. Do you and your husband agree about the kinds of jobs S should have at this age?

If No:
p. How do you differ?
q. How do you feel about your husband's point of view?

5. If mother does not feel that S should have chores at this age: At what age do you think that children should have chores around the house? Why do you feel this way? How does your husband feel about this? How do you feel about your husband's point of view? Do you ever ask S to help you around the house? When? What kinds of things do you ask him to do? Could you tell me about a time when you asked S to help you. What did you want him to do? How did you go about asking S to _____? How did S react? Do you generally give S a reward if he has helped you? Why? Let's suppose that you have asked S to help you sweep the leaves from the sidewalk and he complains that he has something else that he wants to do. What would you do or say? Or: Let's suppose that you ask S to help you do the dishes and he says that he wants to watch a special T.V. program. What would you do or say? Is there anything else that you might do or say?

If there are other children in the family ask:

6. In general do you feel that you expect more or less from S in the way of chores, responsibilities, etc., that you do from your other children?
If Yes: a. Why do you think this is so?

7. Here are some situations which may have happened to you and your child. Tell me how you have handled them.

a. Your child refuses to eat all his dinner, although you know that he is not sick.
b. You tell your child that it is bedtime; he whines and tells you that he wants to stay up and play with his toys.
c. You tell your child to come home by six o'clock; he doesn't come home until seven o'clock.

AUTONOMY

Now, I would like to talk with you about the things that S can do by and for himself these days, i.e., how independent he is.

1. Some mothers experience a real sense of loss when their children get older and can do more things for themselves. How do you feel about this?

2. Let's suppose that S is struggling to put a puzzle together, but is having great difficulty with it. You are in the room and you see the trouble that he is having. How do you think you would handle this situation? What would you do and/or say?

3. Now let's suppose that same situation again, except this time S breaks down and cries or has a frustration tantrum. How would you handle the situation? What would you do or say?

4. Can you remember a time when S was struggling to do something by himself, and after much effort and perseverence he succeeded. Would you tell me what you said or did at the time?

5. How far away from home is S allowed to go alone these days?

6. How did you go about setting this limit?

7. Has S ever gone beyond this limit?
If Yes: a. What did you do and/or say?
If No: b. What would you do if S went beyond this limit?

8. Do you ever check on S when he is playing outdoors?

9. Are you usually home when S comes home from school?

10. Do you expect S to come right home after school or can he go to a friend's home? (If child is allowed to go to a friend's home): Does S have to tell you before he leaves for school that he will be going to a friend's home in the afternoon, or can he just go without telling you about it?

11. Does S get any homework to do?

12. How do you feel about children getting homework?

13. How responsible is S about doing his homework?

14. Is there any special time that S does his homework? When is it? How did this come about?

15. Let's suppose that S is planning to watch a T.V. special at the time that he is usually doing his homework. What would you do, i.e., would you talk about this to S or just expect that he would work it out somehow?

16. Now, let's suppose that the T.V. special is on and S has not done his homework and he is getting ready to watch it. What would you do in this situation? What would you do and/or say?

17. Some children of S's age feel very strongly about their privacy and do not want their parents to come into their room to straighten up, etc., when they are not there. How does S feel about this?

18. Is S permitted to remain in the house alone for any period of time?
If Yes: a. For how long a time?
b. Would you describe a situation when this might happen?
c. What do you say to him when you go out?
d. How old was S when you first left him alone?
e. Can you remember what you did or said at the time?
If No: f. When do you think you will be able to leave S alone in the house?
g. Why do you think it will be possible at that time?
h. Let's suppose that you are leaving him alone for a half hour. What would you do or say?

19. Let's suppose that you are going to visit the Santa Clara Fair for the first time. Since there are always such large crowds there, would you tell him anything before you went (into the fairgrounds)?

20. How much say does S have in the clothes that you buy for him?

21. Does S go shopping with you when you buy clothes for him?

22. Does S receive an allowance?
If Yes: a. How much?
b. How did you go about deciding on this amount?
c. Does S have to do anything around the house in order to get this money? What? Why?
d. Does S have absolute autonomy in deciding what to buy with this money or do you have a say in what S buys?
e. Why do you _____?
f. Have you ever threatened to withhold S's allowance? (Or: Have you ever withheld the allowance from S?)
g. How did this come about?
h. At what age did you first give S his allowance?
i. Why did you give him an allowance at this time?
(If no allowance is given:)
j. Why aren't you giving S an allowance now?
k. When do you think that you will be giving S an allowance?

23. Do you think that S has any idea about the importance or value of money?

24. What do you think S should know about money at his age?

25. Do you and your husband ever discuss money matters in S's presence?
If Yes: a. How do you think this kind of talk will affect S?

SCHOOL EXPERIENCES

Now, I would like to talk about S's experiences in school, and your attitudes about these experiences and their effect on S.

1. Firstly, I would like to get a general idea of S's attitude toward starting first grade. Would you tell me, in a general way, how S felt about going to first grade.

2. How did you know that S _____? (Did he talk to you about it?)

3. Did you prepare S for his first day in first grade? How did you go about it? (Did you talk to S about school or his teacher before he started first grade?) (What did you say?)

4. Let's suppose that S is starting first grade tomorrow. What might you say or do?

5. Why do you think it is important to _____? (Why would you do this?)

6. Before S started first grade did you teach him anything like reading words, or writing the alphabet, or telling time, or things like that?

7. Where did S go to first grade?

8. Did you go with S to school on his first day?

9. Why?

10. How did S feel about this?

11. Did you notice any changes in S's behavior after he started first grade?
If yes: a. What kinds of change did you see?
b. How did you feel about this? (If negative: Did you try to do anything to change this behavior?)
c. How do you think these changes came about?
d. How long did these changes persist?

12. In general, would you say that S's first grade experience was a good, average, or poor experience?

13. Why do you feel this way?

Now, I would like to get some idea of S's present school experience.

14. How does S feel about school these days?

15. Does S talk to you about his school or teacher?

16. What does he say?

17. Have you had a conference recently with S's teacher?
If Yes: a. What did she have to say about S's behavior in school?

18. What did you think of her way of seeing S?

19. How do you picture S in school?

20. How do you feel about S's work in school?

21. Do you think that he is doing as well as he is able?
If No: a. Would you tell me a little more about that...why don't you think that S is not doing as well as he could?

22. What do you think can be done about this?

23. Is there anything you can do to help S do better in school?

24. Do you (or your husband) ever help S with his homework?

25. Do you think that it is a good idea for children to be given homework? Why do you feel this way?

26. How do you feel about the teachers S has had? (Probe)

27. Would you describe the kind of teacher you would like S to have?

28. Why do you feel this way?

29. What do you consider most important for your child to learn while he is in school?

30. How far would you like your child to go in school?

31. Why do you think it is important for him to go to _____? What are the chances that S will go to _____? How likely do you think it is for S to go to _____?

32. What do you think will happen if S does not go on to _____?

Hypothetical Situations:

33. What would you do if S refuses to do his homework?

34. What would you do is S had a teacher whose personality seemed to clash with S's and S couldn't learn what the other children were learning?

FEARS AND ANXIETIES

1. What kinds of fears does S have now?

2. How does S express fear of _____?

3. What do you generally do?

4. Give example.

5. How do you think S can be helped to deal with this fear?

6. Do you think that these fears are normal at this age?

7. How do you think this fear developed? How do you think it came about that S _____

8. Maternal fears - What kinds of frightening experiences have you had? What do you remember?

9. How did you learn to deal with this fear?

10. Does S have any such fears?

HEALTH

1. Hs S had any serious illnesses or injuries in the past few years? Which ones? When?

2. Has he had any operations? Which ones? When?

3. Has S ever been hospitalized?
If Yes: a. For how long?
b. At what age was he when this happened? (How old was S at the time of hospitalization?)
c. How did S react to the hospitalization?
d. Did you stay with S while he was in the hospital? Why not, etc.?
If No: e. How did S react to your not being allowed to remain with him?
f. How did you handle the situation?

4. In general, how do you feel about parents being able to stay with their child while he is in the hospital?

WRAP-UP QUESTIONS

Some kind of summary statement about how helpful mother has been in talking about her child, etc., and that the interview is almost over. Now, I would like to talk with you about some general things, like your own feelings and attitudes about your role as a mother, (Or: Feelings and attitudes about raising children) some of your pleasures and frustrations as a mother.

1. Most mothers find that they most enjoy caring for their children at particular ages, and not so much at others. At what age have you most enjoyed caring for S? Why do you think this is so? At what age did you find caring for S to be most frustrating? Why do you think this is so? In looking ahead to the next few years in S's growing up, do you anticipate that there will be certain areas of conflict between you and S? If Yes: What might they be? Why do you feel this way?

2. In thinking about yourself as a mother, what part of this role gives you the most pleasure? (Probe...have mother explain.) What part of being a mother do you find most frustrating? Why is this so?

3. What about your husband. What part of being a father do you feel he enjoys most? What makes you feel this way? What part of being a father do you think he feels most frustrated about? Have you ever talked about this with him? What do you feel can be done about this?

4. Agreement question about child rearing.

5. Disagreement question about child rearing.

6. Do you think that the disagreements between you and your husband have influenced (affected) S's development in any way?
If Yes: a. How?

7. Most mothers come to a point once in a while when they feel that life is too hard and that they just can't go on with the way things are. Have you ever felt this way?
If Yes: a. Could you tell me about a time when this happened?
b. What brought this feeling on?
c. How did you get over this feeling?
d. How do you get alnng with S when you are feeling this way?

Here are some hypothetical situations that might happen to some parents with their children. Could you tell me something about how you would handle each of these.

8. What would you do is S was just learning to ride a bicycle and accidently rode into your car (or your neighbor's car) and chipped some paint from the door?

9. What would you do if you had S in a super market and he kept pulling cans from the shelf and accidentally knocked other cans off the shelves.

10. What would you do if S was helping you wipe the kitchen counter and accidentally knocked some glasses over and they broke.

11. What would you do if S was helping you carry your shopping bags into the house and accidentally dropped one of the bags and the contents spilled all over the street.

12. What would you do if S got out of the car on the traffic side of the road and ran out into the busy street without looking.

13. What would you do if S came home from school hungry and knocked over a bottle of milk when he was getting a snack from the refrigerator?

14. What would you do if S overturned his glass of milk while reaching for the bread in the middle of the dinner table?

15. What would you do if S helped himself to a plateful of potatoes and you knew that he couldn't eat that much food?

16. Now, let's suppose that the school is planning a bazaar to raise money for the children. All the mothers are asked to participate in some way. There are a number of things to do so everybody can have their choice. For example: mothers can prepare a dish, buy a cake for the dessert, sell tickets for the food or sell tickets for the various entertainment booths, telephone other mothers and ask them how they want to participate, help decorate the school grounds for the bazaar, etc. What do you think you might choose to do? Why would you choose to do _____? What would you be least likely to want to do?

I know that S is rather young for you to be thinking about this...but have you thought at all about the kind of person you would like him to be when he is grown up? (Probe...have mother explain her response.) Does S's personality remind you of anyone else in your family or elsewhere?

17. If you could have your wish, what would you like S to do or be prepared to do for a living? What kinds of things would you like S to learn in the next few years?

18. Why are these things important?

19. How do you think S might learn about _____?

20. What do you think was the most important thing that happened to S this year? Why do you think this was important to him?

21. What do you think was the most upsetting thing that happened to S this year? Why do you think this was upsetting?

22. Let's suppose that S is grown and is no longer living at home. What do you think your life will be like then? Or: Have you ever thought about the time when S will be grown and will no longer be living at home? What do you think your life will be like then?

Some transitional statement.

23. What is your idea of a "good" parent?

24. Why do you feel this way?

25. Do you know anyone who fits this description? Who is he/she?

26. How do you measure up to your idea of a good parent?

27. How does your husband measure up to this idea?

28. What do you think are the most important things for a child to learn while growing up?

29. It has been said that being a parent requires more skill, understanding and experience than most professions, yet, one is never taught how to be a parent. How do you feel about this?

30. What kinds of experiences helped you in your development as a mother?

31. What about your own childhood? How do you think this experience influenced your behavior as a mother? In what ways?

32. Do you feel you are raising your children differently than you were raised yourself? In what ways? How do you feel about this?

33. What about your husband? From what you know of his childhood...do you feel he is raising your child(ren) differently that he was raised?

34. What kinds of influence do your parents have (if living) on the raising of your children?

35. Many people feel that raising a child these days is much more difficult than years ago. How do you feel about this? Why do you feel this way?

36. Thinking back over the years of S's growing up...is there anything you wished you had done differently? Or: If you were starting over again with S, is there anything important you would do differently (in raising him) with him? What? Why do you feel this way?

37. We have talked about a lot of things that seem to be important to understanding how children grow and develop. Are there any things that you feel are important to S's growing up that we have not talked about? What are they?

38. I have asked you a great many questions and you have been most helpful to us. Before we finish this interview, I would be very pleased to know some of your thoughts and feelings about this experience.

APPENDIX N

MATERNAL INTERVIEW

Background Questions

As you know, we will be talking today mostly about S. In order to understand more about S, I would like to ask you some questions first about you and the rest of your family.

1. Could you tell me if you have any other children besides S? What are their names and ages (find out sex, if unclear from name). Get the order of the children. Where were each of your children born? (Find out if any children were adopted.)

2. So then at home, there is (name the children) and you and your husband. (Find out here if anyone else lives with them; also find out if there is a father/husband in this home.)

3. Where were you and your husband born and raised? (See if you know by now how many fathers have been in S's life and if father is still in the home.)

4. Could you tell me what your husband's age and education is? What kind of job does he have now? (Get sufficient detail on this job.) Could you also tell me what your age and education is?

5. Since your pregnancy with S. have you worked outside the home at all? (Find out what jobs, for how long, at what age of child, working hours, and child care.)

6. You live in_____(city). How would you describe the neighborhood? How long have you lived in your present home? Where did you live before this? About how many different homes have you lived in since S was born? Is your current home an apartment or a house? How much room do you have there? Which children share rooms? Are you satisfied with your present living arrangements?

7. Now, could you tell me about some of the ways you and your husband (if there is one) spend your leisure time...both together and individually. (Get some idea of social and recreational life...with other people and with each other.)

Detailed Questions

Now, for the next part, I'm going to ask you more difficult questions about S and yourself from the time you knew you were pregnant up to the present time.

Pre-Natal Section

To begin with, I would like you to think back to your pregnancy with S.

1. How would you describe your general physical condition during your pregnancy. Were there any special precautions that had to be taken?

2. Many women find during pregnancy that they have very intense or variable moods. Can you remember how you were during the time you were pregnant with S.

3. Sometimes, women become pregnant when it seems very good to have a child and sometimes, when it isn't. How did you feel about the timing of this pregnancy? (Get husband's feelings also.)

4. Were there any important (special) events that happened during your pregnancy which may have affected yow you felt at the time?

Now, I would like to ask some things about the birth of S.

Birth Section

1. Was S a full term baby? Do you remember what his birth weight was? Was he considered premature in any way? (If S was born prematurely, do you think being born early affected S in any way?...in what ways?) Were there any complications for either of you during or after the delivery? (Did you need any special medical attention after birth?)

2. Most women have some expectations about what their baby will be like. What did you think your baby would be like. (Also, find out if either parent--especially mother--was expecting or desiring a child of a specific sex.)

3. When you first had contact with your new baby, what were your impressions of him? What conclusions did you come to about your baby?

4. After you brought the baby home, were there some things that made your baby seem very fragile?

5. Infants vary a great deal in their general style and reaction to the world around the. Some infants are mostly rather placid and slow in their movements. While others are restless, cry loudly, and frequently get very upset. How would you describe S's personality or temperament during his first six months? (Find out how passive (docile) versus active (protesting) he was.)

6.. Most mothers feel that their personality and way of doing things change after the birth of a baby. (For example, some mothers who are very quick-tempered and fast moving, find that they have to do things more slowly.) In what ways did your style of doing things and general mood change after the birth of S? How did this change come about? (Find out how her temperament was and how it changed.)

7. How did this baby's general mood fit with your own?

8. After living together for a few months, what sorts of temperament or tempo differences still existed between you and this baby?

9. Sometimes certain babies seem very hard to satisfy. There just doesn't seem like much their mother can do that makes them content. Did you feel that S as a baby was hard to satisfy? (If yes, why?) Did you feel that you as a mother were satisfied by this baby...(what did she enjoy)...what were some of the frustrations?

10. Were there any special things that got S very upset when he was an infant?

11. (If mother was working outside of the home, who took care of the baby?)

12. Where did S spend most of his waking time when he was a baby? (Did S spend most of his waking time alone or with someone?) Some mothers tend to have a favorite place for their baby when he is awake, such as_____. Others tend to move the baby around from place to place. What did you tend to do?

13. Children and adults react in many different ways to new experiences, people, and things. Now, I would like to talk to you about the ways in which your child first responded to new and different situations. Can you remember back to when S as an infant encountered new things such as a new food, new places, new toys and strangers. What do you remember about how he reacted in these kinds of situations? (After she talks about this a little, ask:) Can you give me some examples of how S might have behaved? (If behaviors she describe seem to require some reaction, ask:) How do you think you probably behaved (reacted) at that time (or in that kind of a situation)? (List of things)

14. During the baby's first year of life, was there anything that caused you unhappiness or anxiety, or that placed you under special strain?

15. Thinking back over this period, what areas of disagreement existed between you and your husband about how to care for S?

Now, I would like to talk with you about the time that S was a toddler, i.e., from about one to two-and-one-half years old.

Toddler Period

1. Mothers often find that their children just won't listen to them and that it is very difficult to get their children to do the things that they want them to do. I'm interested in finding out about what you did when there was a clash of wills between you and S. What kinds of problems were most difficult to handle between you and S? (Using these areas as examples)...What did you want S to do? What do you remember that S probably said or did? What do you remember that you probably said or did? Did S generally react this way when he didn't want to do the things you wanted him to do?

2. How did S generally react to frustration and disappointment when he was a toddler? Was there anything you were likely to do then?

3. During this period, would you describe S as a generally active or inactive child? How about when he was sleeping? How restfully or restlessly did he sleep?

4. Now, let's talk about some of the things that seemed to frighten S during this period. What were some of these things? What was S likely to do when something frightened him? What were you likely to do or say?

5. When you think back to this toddler period and remember when and how S first began to use language, was there anything unusual about how S learned to speak? (Any unusual delays, any great spurts, stuttering, incomplete sentence use currently?)

Now, I'd like to ask you quite a few questions about S's way of playing.

6. Some children during this age are most content to just play by themselves, while others need to have people around them to keep them interested and involved. What about S, what kind of a child was he? How much of his waking time was he likely to spend with other people and how much by himself? What sorts of things did he enjoy doing? What did he like to do with the different people at home? (What did mom do with him, father, sibs, etc.?) What sorts of things upset him?

7. During this toddler period, did you see S as different in any way from other children? In what ways did S seem different from other children? Did you feel that he had to be handled in a special way because of his being different?

8. What did you enjoy most about S as a toddler?

9. What were the greatest frustrations in caring for S as a toddler? What areas of disagreement existed between you and your husband about how to care for (raise) S?

Now I'd like to ask you some questions about more current times in S's life. (Two-and-one-half to present)

Preschool Period

1. Could you tell me about the kinds of things that S is interested in. What kinds of questions does S ask you? Can you tell me a few of the questions S has asked you recently? When he asked you_____, how did you answer him? (Same for other questions mentioned.) At this age (preschool), what would you say is most important to S?

2. How do you think S feels about himself...what do you think he thinks of himself? (Try to get at mother's conception of S's self concept.)

3. When situations are frustrating or disappointing, how does S react at this age. What kinds of things upset S?

4. Now, let's talk about some of the rules you have at home. Do you have a definite hour for S's bedtime? What happens if S refuses to go to bed at the regular time? What do you do or say? (If no regular hour, ask what happens if S doesn't go to bed when mother wants him to.) What is S likely to do to try to get his own way? How about in other situations... what is S likely to do to handle the situation?

5. At this age, what kinds of things does S have freedom in and what kinds of things do you feel that you still need to have some restrictions on?

6. When did you first consider sending S to nursery school? Why? Could you tell me how it happened that he first went to nursery school? What advantages did you think sending him to nursery school might have over not sending him? How has it worked out so far?

7. At this time, when you think of S...what would you say are some of the most positive things about him? What would be some of the most negative things about him?

8. During the years that S has been growing up, have you undergone any major changes in your child rearing philosophy...has anything happened that got you to change your way of rearing this child or any of your other children (if she has other children)?

9. Overall, at what age so far would you say you have enjoyed S best? Why?

10. At what age would you say S has been the most difficult? How was that?

Now, I would like to ask you a few questions about you and the rest of your family.

General Family Reactions to Newness

1. Most everyone encounters new situations fairly frequently. Some people who don't especially like newness or unfamiliarity try to minimize the number of new situations they need to encounter, (pause) while other people don't seem especially bothered by newness. How would you describe your feelings about encountering new or unfamiliar situations? (Get some examples of mother's reactions and handling of these occurrences.)

2. How about the rest of your family? How would you describe the way each family member feels about and handles new and unfamiliar situations? (Especially S...all but mother.) How about the family when you are together? How do different people affect each other when you are deciding on or embarking on new situations?

Hypothetical Situations

Now, let me ask you about some situations which might occur with S and how things would go if they did happen. (Mother should be able to say nothing if she wants.)

1. Let's suppose that S is putting on his undershirt and although you know he knows how to do it, he comes to you and asks you to help him with it. What do you think you would do? (How would you react?)

2. Now, let's suppose S is trying to learn something that is hard for him... like trying to tie his shoes....and he is having a hard time with it. What is likely to happen next? (Get mother's answer) Suppose he says "I can't do it Mommy! You do it." How would you react?

3. Now, let's imagine that S is learning something that you have wanted him to...such as choosing some of his own clothes to wear. In getting him dressed to go visiting, you find that he is wearing some of his old torn play clothes. What would you do or say?

4. Let's say that after a great deal of difficulty, S actually finishes something he was trying to get to work and does it successfully...are you likely to react to that? (If yes...) How would you react?

5. Let's suppose that you are talking on the telephone and S interrupts because he wants to say something to you. How would you react?

6. Now, let's say your child and a few other kids from the neighborhood are playing in S's room and you begin to hear a lot of arguing going on. How would you react?

7. Now let's suppose you and S are in the supermarket and S keeps running around pointing out things on the shelves that he wants so that your shopping is slowed up and S is getting in the way of other shoppers. How would you react?

8. Let's suppose that S was trying to sweep with a broom and accidentally broke something of value. How would you react?

9. Finally, let's assume that you are going to move next month. When your child learns about this, you notice he looks disturbed. How would you react?

APPENDIX O

Mother-Child Interaction Categories
E. Robert LaCrosse, Jr. et al. 3/69
Harvard Pre-school Project

1. Statements of Fact - giving information

This category refers to maternal verbal behavior. Included in this category are remarks which provide information, but which do not relate complex cause and effect events. They are basically conversational in nature, but do provide the child with information about his world. Included are also descriptions of an ongoing activity; statements mother makes essentially to herself out loud which convey information to the child; and pointing something out to the child.

2. Labeling

This refers to that aspect of verbal behavior where the mother:

1. Names an object
2. Designates ownership
3. Expands and elaborates: this deals with taking something the child has said, and elaborating on it.

3. Defines Concept/rule/principle

This category also includes verbal behavior which defines cause and effect relationships, comparisons, and relations between objects and events, and warnings about consequences of activity. Not too many mothers appear to use it with very young children. This includes all statements of general abstract principles, and complex statements connected by "so that", "because", "so as to", etc.

4. Assessment: Mislabels or Questions

This category refers to a verbal mode some mothers use to determine whether their child knows a "fact" by deliberately mislabeling an object to see if he will respond with the correct answer. It is often in the form of a little social game. This category also includes behavior where the mother questions the child to find out what he knows. In other words, she is assessing his knowledge by a somewhat more direct means than mislabeling.

5. Feedback

In this technique the mother corrects a child, tells him his answer was right or wrong, or supplies the correct answer or solution after the child has made an attempt or given an answer (not necessarily verbal). In this category, the child must have "behaved" and then the mother responds.

6. Reads to child/sings/tells a story

This category is self-explanatory. It refers to situations where a mother reads a story to a child, sings to a child, or tells a story to a child. Largely it is used to score a long sequence of behavior where the child listens and the mother talks/sings.

Should the mother or child interrupt the story/song with questions or comments, these are scored separately from category 6, although #6 would be rescored after the interruption.

7. Demonstrates: Shows the child how to do something

This category is relatively straightforward. It refers to physical activity (usually) rather than verbal. Verbal behavior accompanying a physical demonstration would be given a separate score.

8. Conversation

Unlike #1, these statements convey no information, but are conversational or "passing the time" types of remarks. They are frequently instigated by the mother herself, and include teasing, calling S's attention to something, and statements or questions the major purpose of which is to enter into S's play or to continue play.

9. Suggestion

In this category the mother asks (or suggests to the child) to do something. Essentially the child has the privilege of saying no. This category is based on form and is often in the form of a question.

10. Suggestion with Coercion

This is related to Category #9, except that the verbal suggestion form is accompanied by simultaneous coercion. Thus it is essentially a command in suggestion form.

11. Tells Child what to do

In the category the mother gives the child directions as to what to do and what not to do. It is basically a command and the child is expected to mind the mother.

12. Tells Child what to do with coercion

This is related to Category #11, except that the verbal form is accompanied by simultaneous coercion. Thus it is essentially a command with immediate reinforcement on the part of the mother.

13. Simple No's

In this category the M reacts to S's request by saying no, shaking her head or the like. Essentially she refuses to give the child permission to do what he wants. This category is intended to pick up "constricted" maternal verbal patterns, i.e., in those situations where the mother gives no reason for her "No".

14. Scolds, Threatens, Mocks, makes Derogatory Comments, uses Personal Pejorating and Cutting Sarcasm

This category is self-explanatory, it deals with strong negative affect, verbally expressed.

15. Blocks or Restrains Child by Removing Object

In this category the mother physically prevents the child and an object from coming together or remaining together, by removing the object from the situation. This category is for physical behavior. Accompanying verbal behavior would be scored separately.

16. Blocks or Restrains Child by Removing Child

In this category the mother physically prevents the child and an object from coming together or remaining together by removing the child from the situation. This category is for physical behavior. Accompanying verbal behavior would be scored separately.

17. Slaps, hits, spanks, shakes child

This category refers to the listed behaviors in a hostile or angry context only. "Love-pats" would be scored #20. This is a rare category, possibly an observer effect, otherwise self-explanatory.

18. Yes. Gives Permission

This category is the opposite of Category 13. It refers basically to the simple yes or o.k. answer. Should permission be given in an elaborate manner, it most likely would not fall in this category.

19. Smiles, laughs, uses expletive, calls child an affectionate name. Plays verbal game.

This category refers to physical and verbal behavior which communicates to the child "I love you" or "I enjoy your presence". Most behaviors above are straight forward with the possible exception of "plays verbal game". Here verbal interaction between mother and child where the sole intent is to answer or express affection is scored.

20. Kisses, touches child affectionately, cuddles, hugs, holds, plays peek-a-boo or other "affectionate game".

This category is the physical counterpart of #19. It deals with affectionate body contact or affectionate physical behavior without contact (peek-a-boo, affectionately mimicking a facial expression or a characteristic walk).

21. Praise

Refers to behavior (most likely verbal) on M's part which praises or admires child's efforts or products.

22. Rewards with object. Promises Reward.

This category records maternal behavior where the M rewards her child for doing (or not doing) something, or promises a reward at a later time if some rule is adhered to, or some behavior forth coming.

23. Questions the Child to find out his preference; gives choice

Here the M asks the child a question in order to determine his choice between alternatives. Frequently the alternatives are not stated but implied. Also the alternative can be a plain "no" answer.

24. Questions child to find out about him (often internal state) what, why, how, etc.

Here the major focus of the mother is to find out some internal state or cause for a child's behavior. Basically she is puzzled by his behavior and is trying to determine what it means so that she can act. With younger children this frequently takes the form of repeating what the child said in the form of a question.

25. Questions child to find out what he said or what he wants

This includes situations where S gives cue and M doesn't understand.

26. Questions or otherwise tries to find out what child is doing; checks on child

Here the child is usually out of M's sight and M is trying to find out what the child is doing.

27. Uses child as a resource

Here the mother in some way attempts to get the child to help her (mother) toward a goal of her own.

28. Offers help or does something for the child

This is self-explanatory. It should be noted that this category includes both an offer of help and actual helping.

29. Gives or offers food

This category refers to routine nurturant behavior on mother's part. They are basically simple in form.

30. Routine Physical Care

This category, like category #29, refers to routine nurturant care on mother's part. It includes wiping nose, tending to clothing, bandaging wounds, etc.

31. Ignores

This category refers to situations where the child has asked for help or made a demand and the mother, though hearing it, does not respond. This frequently is used as a discipline technique. We assume that if the observer can hear the child, the mother can hear the child - with the possible exception of when the mother is deeply involved in another activity. Basically the child must have done something that normally requires response.

32. Barely Acknowledges

This category deals with the grunts, uh-mum's, and the placating "what's" that mothers emit when tired, or when constantly pestered by their children. Essentially, instead of ignoring the child completely, the mother gives some minimal sign of acknowledgement but, not to the extent it would be scored #25 (Questions child to find out what he said or wants).